

The buildings of MIT separated by a span of fifty years; the first Rogers Building in Copley Square, and the main building in Cambridge.

DISTINGUISHED VISITORS PAY CENTENNIAL TRIBUTE

Following closed meetings early this week in which 146 world leaders in science, education and the arts discussed problems of scientific education, hundreds of delegates and guests flowed into Boston Thursday in preparation for the observance of MIT's Centennial Celebration.

The three day weekend will feature speakers and highlights of international interest. The high point of the celebration will be an address by British Prime Minister Harold Macmillan at 8 p. m. tonight. Also featured for Friday will be the reports on the conferences on scientific and engineering education at the First General Assembly, 10:30 a. m., and an address by U. S. Secretary of State Dean Rusk, 3 p. m.

Panels Tomorrow. The public or "open" part of Centennial Week was opened last night as Sir John Cockcroft, distinguished British scientist, received the \$75,000 Atoms-for-Peace Award in Kresge Auditorium.

Six open panel discussions by 24 leaders of modern thought will be held throughout the day Saturday. At 10 o'clock in Rockwell Cage the topic of

"How Has Science in the Last Century Changed Man's View of Himself?" will be discussed by Jerome S. Bruner, Aldous Huxley, J. Robert Oppenheimer, Paul J. Tillich and Richard Lippold. In Kresge Auditorium,



Prime Minister Macmillan

"The Future of the Arts in a World of Science" will feature Lukas Foss, Howard Mumford Jones and Louis Kahn. In the Armory, Sir John Cockcroft, Richard P. Feynman, Rudolf Peierls and Chen Ning Yang

will discuss "The Future in the Physical Sciences."

At 2:30 p. m. Saturday the following discussion groups will meet: "Arms Control," with Paul M. Doty, Herman Kahn, Richard S. Leghorn and the Right Honorable Philip J. Noel-Baker; "The Life of Man in Industry," with William O. Baker, Edwin H. Land, Frank Pace Jr. and William H. Whyte; and "The Future in the Life Sciences," with George W. Beadle, Peter B. Medawar and Hermann J. Muller.

On Sunday at 3 p. m. the Academic Procession will be followed by the Centennial Convocation in the Rockwell Cage, featuring an address by MIT President Julius A. Stratton.

Founder's Day Monday Directly following Centennial Week, and 100 years to the day after the chartering of the Institute, MIT's undergraduates will observe a Founder's Day Convocation, at noon April 10.

Keynote address for the occasion will be given by Dr. Stratton, with reports also given by three professors who were in attendance at the closed Centennial Conferences. These are: Max Millikan, "Some Problems of Scientific and Engineering Education in Newly Developing Countries"; Elting E. Morison, "Interactions of Science, Engineering and Society"; and Walter A. Rosenblith, "Implications of Science and Engineering for International Relations." Gordon S. Brown will substitute for Martin Deutsch on "Some Problems of Scientific and Engineering Education in Countries with More Advanced Technologies." Comments will be made by Ira Jaffe and Dean John E. Burchard, Chairman of the Centennial Committee.

NEXT ISSUE

The next issue of THE TECH will be published Wednesday, April 19. Regular deadlines will apply for copy and advertising.

At Stratton's Home

Panel Views Science In Politics

The Centennial Week opened last Sunday, as OBS Television presented a live informal discussion on technology, televised from the living-room of President Stratton. The principal speakers, guests of the President during the Centennial Week, were: Sir Eric Ashby, master of Clare College, Cambridge University, England; Isidor I. Rabi, Nobel Prize winner, Higgins Professor of Physics at Columbia University; John E. Burchard, Dean of Humanities and Social Sciences at MIT; Raymond Aron, Professor of Sociology at the Sorbonne, University of Paris; Jerome B. Wiesner, adviser to President Kennedy on Science and Technology; and MIT Prof. Jerrold Zacharias, director of the National Physical Sciences Study Committee.

Charles Collingwood, moderator of the discussion, posed the question: How can government by the people best adapt itself in an age in which the great policy decisions . . . many of them life and death decisions . . . depend on scientific facts . . . which are to most of us very difficult to understand?"

Commenting on the amount of science needed by the well informed citizen of a democracy, Dr. Zacharias said: "I think he should know enough about science to get a considerable amount of pleasure out of reading about science . . . to the degree that he would enjoy it and partake in some part of the tremendous vigor of this movement . . ." Dr. Burchard took the position that "scientists have a much greater need of humanities than humanists have for science . . ."

Doctor Aron expressed his opinion that "in politics it's the individual; the key man should not be a scientist because even if he by accident has some scientific training (it is) a special job, a special thing . . . to handle men and come to the top."

That "the President of the United States . . . should be a Twentieth Century man, and he cannot be a Twentieth Century man without having culturally participated in this vigorous (technological) movement of the modern age," was the opin-

ion of Columbia's Dr. Rabi.

Dr. Wiesner emphasized the fact that "people who came to the top (in government) are usually very good in many ways, and usually they turn out to be very intelligent, but the nature of our educational system is such at the moment that he (the political decision-maker) has not been exposed to a well rounded scientific education as part of his general education." Dr. Ashby showed a similar concern over the curriculum planning in the U. S. A. and in Britain. He asked: "Why is it in this country and in mine we have not made science a compulsory part of the curriculum for a great many more years than we do?"

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In Procession To Cage

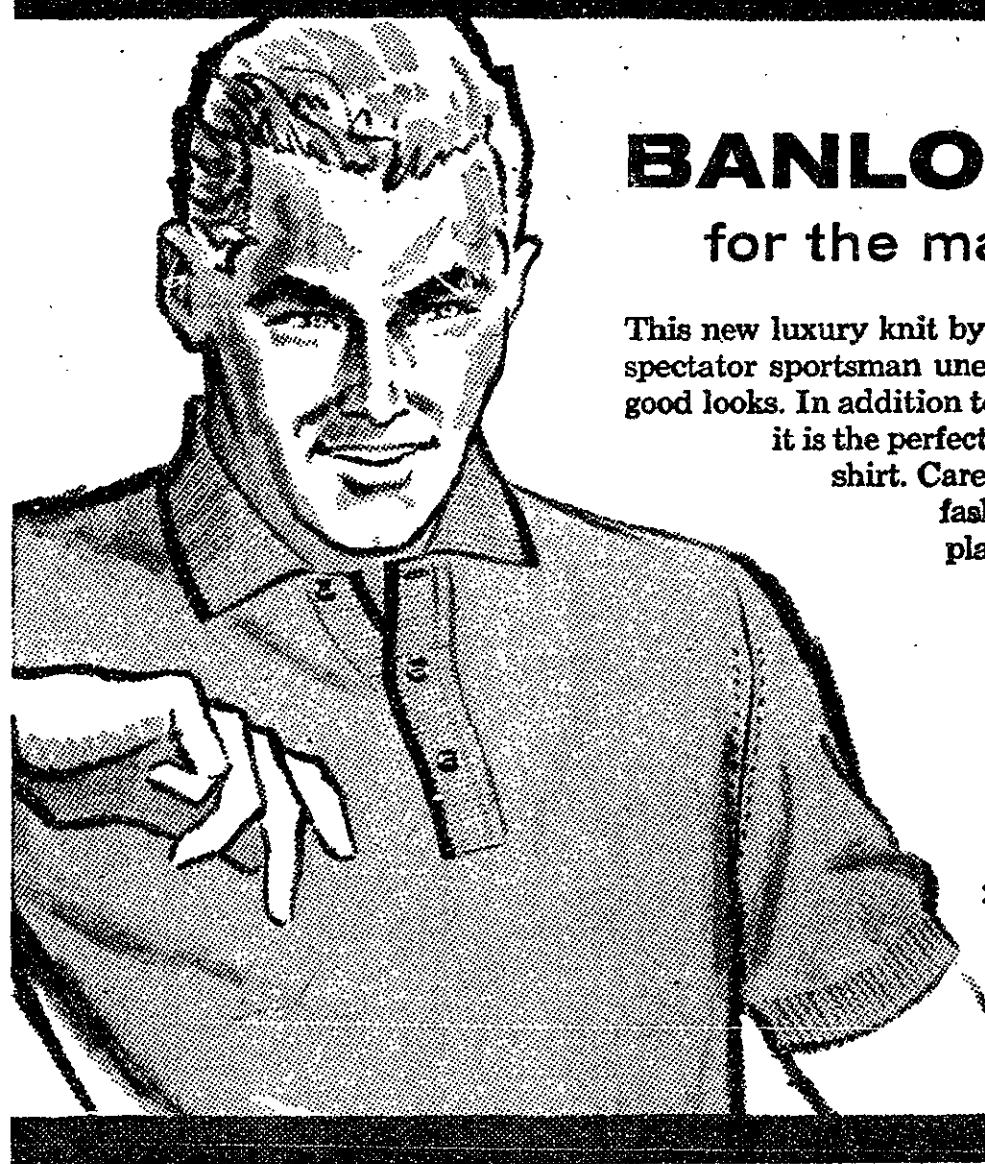
Academic Colors On View Sunday

Sunday's Academic Procession will feature a number of traditional costumes and robes of medieval European universities, as well as those of their American contemporaries. This introduction of color into an otherwise somber affair had its origins in the drafty monasteries which were the centers of learning in the Middle Ages, where they were functional as warm religious robes.

Today, most American colleges and universities follow an intercollegiate code. The hoods are lined in the colors of the college which grants the degree. The hood's colored border indicates the field in which the

degree is given: Bachelor, Master and Doctor of Science are trimmed in golden yellow; Philosophy, in blue; Engineering, in orange; Arts and Letters, in white; Fine Arts and Architecture, in brown; Theology and Divinity, in scarlet; Laws, in purple; and Music, in pink.

The length of the hood and width of the trim show the level of the degree. The Bachelor's hood is three feet long with a two inch border; the Doctor's, four feet long with a rounded base and a five inch border. The cap for the Doctor's degree may be made of velvet, and its tassel may be gold.



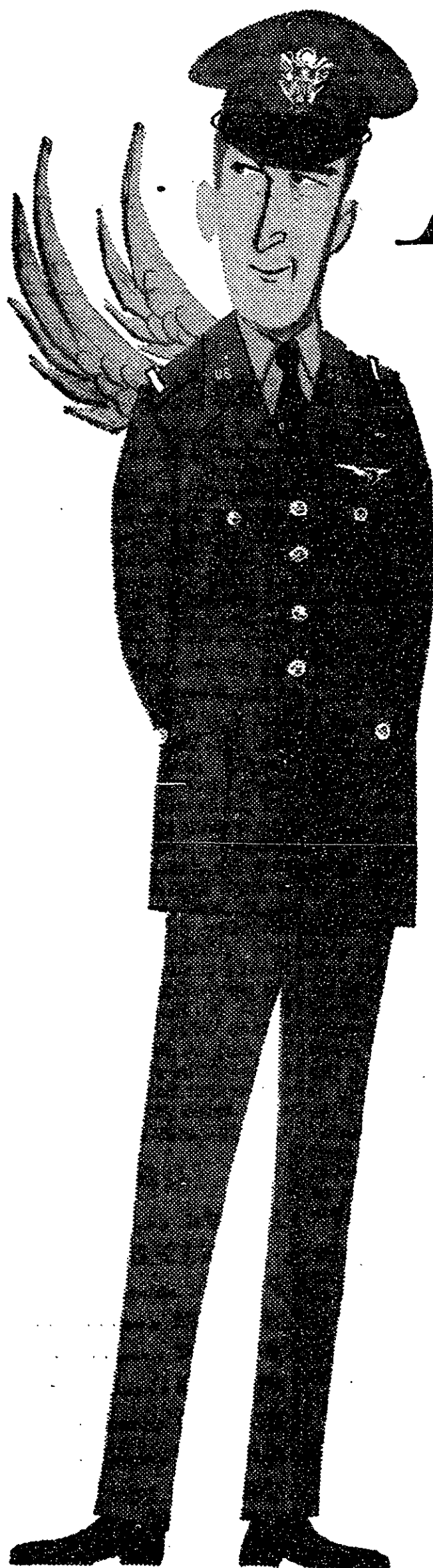
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ARROW

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Do all Air Force Officers have Wings?

Decidedly not. In fact most executive jobs are on the ground. Of course, all officers may apply for pilot and navigator training if they meet the eligibility requirements. There will always be a need for piloted aircraft. And it is foreseeable that in your working lifetime, there will be piloted spacecraft—piloted and navigated by Air Force officers.

But right now, there is also a big future for college-trained Air Force officers on the ground. New and exciting technical jobs are opening up. Important administrative positions must be filled as World War II officers move into retirement.

How can you—a college student—become an Air Force officer? First, there's Air Force ROTC. Then for college graduates, men and women in certain fields, there is Officer Training School. The graduate of its three-month course wins a commission as a second lieutenant. Other ways are the Navigator Training program, and the Air Force Academy.

Some benefits that go with being an Air Force officer. Starting salary plus allowances compare with the average in equivalent civilian jobs. Then there's free medical and dental care, thirty-day vacation, the chance to win graduate degrees at Air Force expense, and liberal retirement provisions.

No, Air Force officers do not need wings to move up. There's plenty doing on the ground. Perhaps you could be one of these young executives in blue. Ask your local Air Force Recruiter. Or write, **Officer Career Information, Dept. SC13, Box 7608, Washington 4, D.C.,** if you want further information about the navigator training or Officer Training School programs.

U.S. Air Force

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On Campus with Max Shulman

(Author of "I Was a Teen-age Dwarf", "The Many Loves of Dobie Gillis", etc.)

HAPPINESS CAN'T BUY MONEY

With tuition costs spiralling ever upward, more and more undergraduates are investigating the student loan plan. If you are one who is considering the "Learn Now, Pay Later" system, you would do well first to study the case of Leonid Sigafoos.

Leonid, the son of an upholsterer in Straitened Circumstances, Idaho, had his heart set on going to college, but his father, alas, could not afford to send him. Leonid applied for a Regents Scholarship, but his reading speed, alas, was not very rapid—two words an hour—and before he could finish the first page of his test the Regents had closed their brief cases crossly and gone home. Leonid then applied for an athletic scholarship, but he had, alas, only a single athletic skill—balancing a stick on his chin—and this, alas, aroused only passing enthusiasm among the coaches.



And then, huzzah, Leonid learned of the student loan plan: he could borrow money for his tuition and repay it in easy monthly installments after he left school!

Happily Leonid enrolled in the Southeastern Idaho College of Woodpulp and Restoration Drama and happily began a college career that grew more happy year by year. Indeed, it became altogether ecstatic in his senior year because Leonid met a coed named Salina T. Nem with hair like beaten gold and eyes like two squirts of Lake Louise. Love gripped them in its big moist palm and they were betrothed on the Eve of St. Agnes.

Happily they made plans to be married the day after commencement—plans, alas, that never were to come to fruition because Leonid, alas, learned that Salina, like himself, was in college on a student loan, which meant that he had not only to repay his own loan when he left school but also Salina's, and the job, alas, that was waiting for Leonid after graduation at the Boise Raccoon Works simply did not pay enough, alas, to cover both their loans, plus rent and food and clothing.

Sick at heart, Leonid and Salina sat down and lit Marlboro Cigarettes and tried to find an answer to their problem—and, sure enough, they did! I do not know whether or not Marlboro Cigarettes helped them find an answer; all I know is that Marlboros taste good and look good, and when things close in and a feller needs a friend and the world is black as the pit from pole to pole, it is a heap of comfort and satisfaction to be sure that Marlboros will always provide the same unflagging pleasure, the same unstinting quality, in all times and climes and conditions. That's all I know.

Leonid and Salina, I say, did find an answer—a very simple one. If their student loans did not come due until they left school, why, then they just wouldn't leave school! So after receiving their bachelor degrees, they re-enrolled and took masters degrees. After that they took doctors degrees, loads and loads of them, until today Leonid and Salina, both aged 78, both still in school, hold doctorates in Philosophy, Humane Letters, Jurisprudence, Veterinary Medicine, Civil Engineering, Optometry, and Dewey Decimals. Their student loans, as of last January 1, amounted to a combined total of eighteen million dollars, a sum which they probably would have found great difficulty in repaying had not the Department of the Interior recently declared them a National Park.

© 1961 Max Shulman

You don't need a student loan—just a little loose change—to grab yourself a new kind of smoking pleasure from the makers of Marlboro—the unfiltered king-size Philip Morris Commander. Welcome aboard!

Stratton Home Scene Of Student Riot Over Tuition Rise

Riot Lasts Two Hours; 10 MDC Cars Present To Aid Security Force

What began as a fairly angry mob bent on a full-fledged riot degenerated into a good-natured band of carousing Techmen last Wednesday night, as some 500 students protested the \$200 hike in tuition in 1962.

The procession began promptly at 11 p. m. at Burton House, as Burton men and some from fraternities mustered, collected strength, received the Baker House detachment, and marched toward East Campus. The mob of about 200 maintained a nervous silence, and detoured around the back of Walker Memorial; engaging in its first encounter with the MIT Security Force.

Dodging the reproachful eyes of the men in blue, the group collected between the Parafels and managed to bring many of the residents of East Campus out of their rooms or to their windows, armed to the teeth with fireworks.

When Senior House contributed the final contingent to the surly mass, the crowd began to surge up Ames Street toward Memorial Drive and the Stratton residence, much against the better judgment of the Security Force, who finally yielded.

Before the patrol car could circle the block, the mob had swarmed over the sidewalk directly in front of Dr. Stratton's home, about 500 strong. The Security Force car pulled into Dr. Stratton's driveway about 11:25, and the men therein busied themselves with keeping traffic flowing on Memorial Drive, with the memory of past riots in their minds.

The group continued to pick up stragglers as the general attitude was picked up by the volume of exploding fireworks at East Campus and Senior House. At 11:45 a car was pushed up Ames Street into Memorial Drive, and narrowly missed a tree as it glided by with no driver.

By this time the first of many chants had been started, including "We want Stratton," "Down with tuition," and "Too damned high."

The general character of the demonstration may be inferred from the following running description of events: Midnight, First MDC car arrives. A few students flee in terror. Two more MDC cars the next five minutes. Burst of fireworks increases general interest. Paddy wagon arrives; group retreats to west corner of Ames Street and holds ground.

Security Force tries to keep traffic clear, and jokes with students they know. Cars from fraternities park on Charles side of Memorial Drive, blocking traffic there too. . . . Two more MDC cars arrive, then two more, including another paddy wagon.

Reporter from WHDH arrives, parks in front of Stratton residence. Students swarm around car. Reporter revs up engine, surges forward into crowd; no one hurt, but tem-



(left) Students bouncing a WHDH radio car after its driver had injured one of them by hurtling forward into the crowd. Security officers removed the driver from the car, which was parked directly in front of Pres. Stratton's house. (right) The long arm of the law. — photos by Curtiss Wiler '63

pers are up; students begin rocking his car (see photo this page). Reporter tries to escape; mob shoves him back into car. Reported panics in car; finally manages to drive away after interest in him declines.

12:15: Red flare appears in front of tennis courts adjacent to Walker; student perches in tree above flare. "We want Julie," "Down with JudComm" plainly heard. Long rows of MDC cops lined up, doing nothing. Snake dancing in Ames street; but interest in this declines.

Traffic in Memorial Drive at a crawl. Small fire in front of tennis courts at 12:25, paddy wagons gone. "We want a football team." General hilarity, banter with the Security Force. Second floor lights in Stratton residence go out.

12:30: Cops make emotional appeal to students to go home, with aid of JudComm — loud booing and hissing. "We want tear gas." First Cambridge cop appears. Again: "Too damned much." MDC throws out all photographers; large-scale dispersion ensues. Water balloon from East Campus soaks Cambridge cops after everyone else has gone home.

1:30: All quiet. In a telephone interview with *The Tech* the following day, Mrs. Stratton reflected: "It seemed to me that it was a

very relaxed and pleasant little riot that wasn't going to get out of hand. It wasn't very growly."

Dr. Stratton added his comments: "It was a lovely night, it was Spring, and I wasn't very surprised." Also: "I was a little dumbfounded at the newspaper and radio exaggerated reports. It didn't sound like our riot. If I could have helped by going out and joining the riot, I would have. I don't like the tuition rise either."

The riot was conspicuous for its total lack of violence and ill temper; there was also a noticeable absence of thrown objects, except for fireworks in the streets.

Some random comments from the crowd, overheard by *The Tech* reports, include the following: a demonstrator—"Too damned much!"; a member of the Security Force—"As soon as they raise you fellows' tuition they'll cut our salaries"; about JudComm members—"... just like a bunch of power-drunk little children."

A less-well-known sequel to the "riot" occurred on Friday morning when, after workmen had set a new square of cement in the sidewalk in front of the Stratton residence, some face-in-the-crowd MIT student engraved in said cement, in large Gothic letters, "1700 is too

Brattle Theatre

"The 400 Blows"

April 9-15

5:30 — 7:30 — 9:30

LAUGHTON

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Tuesday,

April 18

at 8:30

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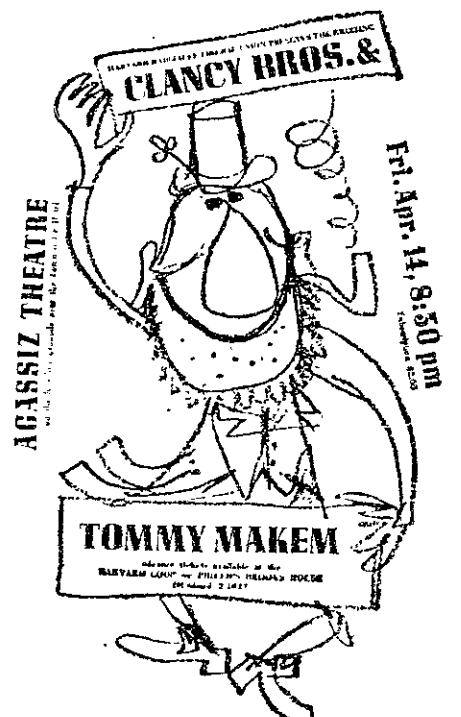
THEATRE KE 6-3460
Mass. and Huntington Ave.

Tony Curtis
"The Great Impostor"

1:15 — 5:25 — 9:35

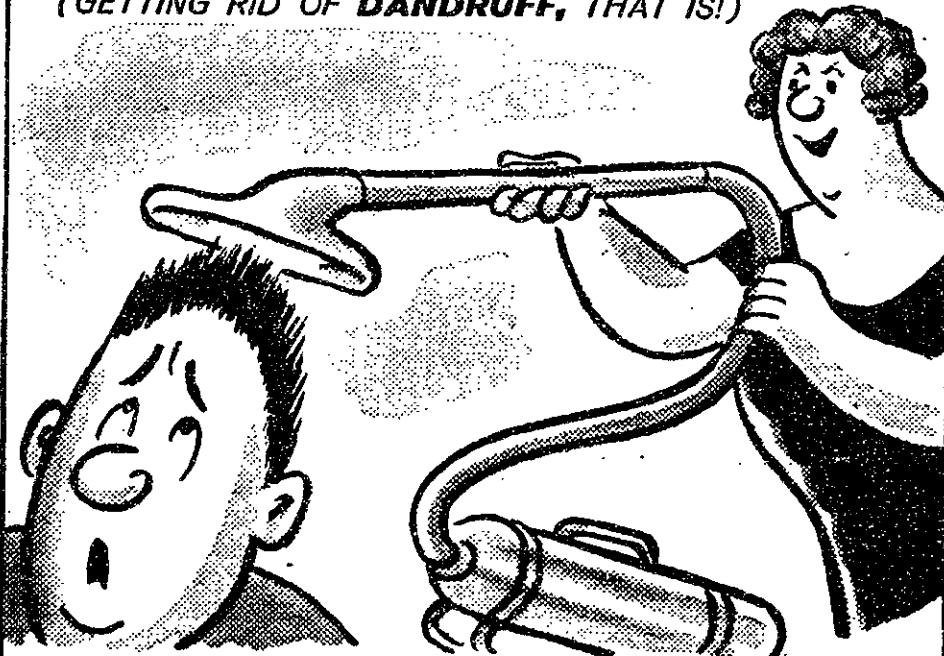
Fred Astaire - Cyd Charisse
"Band Wagon"

In Technicolor
11:10 — 3:15 — 7:30



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TWO-WAY STRETCH

Welcome to MIT

The Tech is proud to extend its greeting to the thousands of guests who have come to observe the Centennial of the founding of the Massachusetts Institute of Technology. In this large, special edition of *The Tech*, will be found a calendar of the Centennial observance as well as background features and general information about MIT.

There is also a considerable history of William Barton Roger's Institution from the time of the first efforts at its establishment up until the present time. In the last hundred years, readers will find much good, and a fair share of bad. There were years of high hopes for this school, and years of near despair, when funds had run out, and the only hope seemed to be in ceasing an independent existence. There have been periods of outstanding leadership under such men as Rogers, MacLaurin, and years of floundering without direction or enthusiasm.

MIT is not a sentimental place; there are few plaques or historical sites on this campus, which in itself only dates from the great transfer of 1916. Few buildings are known by the names of their donors, or by the names of the men they were supposed to commemorate; they are known by numbers instead. Perhaps this is a return to the past of a sort, back to the number mysticism of the ancient world. But this is about all; few students, and probably as few faculty know in any sort of detail the roots of the institution in which they spend a significant portion of their lives.

The Centennial marks something of a pause in the mad rush forward; it is a time when men are coming from all over the world to MIT to stop and ask themselves about the world MIT exists in. There is a certain amount of looking back; the history in this newspaper reflects this. But there is more of an attempt at grasping the problems, and in a sense the history, of today, and of the future. The very names of the conferences reflect this: *Some Problems of Scientific and Engineering Education in Newly Developing Countries*; *Some Problems of Scientific and Engineering Education in Countries With More Advanced Technologies*; *Interactions of Science, Engineering, and Society*; *The Implications of Science and Engineering for International Relations*.

Whether anything of significance comes of the many conferences and panel discussions that have been going on, and are continuing to go on, remains unknown. Certainly it is demanding a great deal to expect that out of one brief week will come a major contribution to solving the problems of this overly complex world. If however, the men from the over thirty countries represented here this week, take back home with them some new understanding of each other, and of the problems the world faces, then the MIT Centennial will have been a memorable event.

The Next 1000 Years

For the past several months, in events to reach a climax this weekend, MIT has been observing its one hundredth anniversary. From thirty countries from virtually every state of the Union and Washington, D. C., outstanding men and women in every intellectual discipline have come to confer with each other over the problems confronting the world today. In some ways it is peculiar that a birthday, for that is what MIT is observing, should be celebrated by wrestling with problems. Centennial guests will be addressed by the Secretary of State, and by the First Minister of our greatest ally. MIT is viewing its Centennial as something of international significance.

What has MIT become in the last one hundred years, to warrant such an influx of brainpower as we are seeing this week? Obviously, the gleam in William Barton Roger's eye in 1861 has taken on substance and shape. Prof. Rogers might be surprised to see just what his "Boston Tech" has become, the Colossus on the Charles, but probably not. MIT was founded in answer to the needs of an age, the age of the industrial revolution. Prof. Rogers would probably agree that since 1861, the Institute has grown and responded to the changing circumstances of the United States and the world.

There is a spirit, an elusive essence, to MIT which we hope our visitors will somehow understand. There are few students around this week, and someone leaving the main corridor will doubtless sense a certain bleakness, and lack of life. The long marble corridors are not the best reflection of all the humanity that has been infused into MIT since its founding one

sion is probably that MIT is a mass of grey sandstone, cement and brick, in an architectural jumble, running from neo-World War II through Ionic columns to products of the architectural miscarrage of the age of Victoria.

This is not, however, MIT. Tech students take pride in their school, very often an unspoken pride, or the kind of pride that is expressed in complaints and denunciation, some of it justified. But it is not the buildings they associate themselves with, or anything that very often affects them directly. When an undergraduate goes back home and says that he's from MIT in a sometimes overly superior tone, he is associating himself with a higher spirit that is MIT.

He feels he is competing with the best and, hopefully, holding his own with them. He knows his instructors are publishing their research, and their research is such that it is possible to see it on the front pages of our largest newspapers, heralding some new "breakthrough" to "new eras" or some such journalistic phrase. The student, unlike many other college students, feels that he and his peers and his professors are going someplace. In general, MIT appears to the lowliest student to be heading somewhere; he sees it accomplishing something, whether in its classrooms, or in its huge research facilities. He wants to become part of this vast and complex network, that brings right down to his level the headlines of today's newspapers. In many ways, the MIT student experiences the same thrill of discovery as does the working scientist with sudden insight into a problem. This is MIT at its best, when it manages to give students a zest and enthusiasm for their work.

Readers of this newspaper know that we do not consider MIT to be Utopia; we have our complaints, as do most students. There are things we would like to see improved, and things we would like to be changed. We are not concerned only with MIT as it is, but with what it can become. MIT has been in existence for one hundred years now. In some ways, it is a unique institution, reflecting in a diffuse manner the American civilization as it has evolved out of the older civilization of Europe into something new and different.

Compared to the famous European Universities like Oxford and Cambridge, which are nearly seven hundred years old, MIT is simply a budding possibility; its true greatness lies in the future. Of some significance, certainly, is the fact that people speak of setting up an "MIT of the Middle East" and other technological institutions "of the MIT type." Possibly the direction of cultural flow has altered; MIT has something about it that makes it a unique institution, one worthy of re-contributing to the originating culture.

What of MIT when it is the same age as Oxford is now? What of the next one thousand years? What will MIT bring back to the Old World? Will MIT be as powerful a force in American and international civilization as Oxford, Cambridge and the other great Renaissance Universities have been? To say that this will come to pass is to predict a great deal; a mammoth task it would be to mould a major portion of Western culture. But MIT is young yet, and we all expect great things, just as one does of a newborn infant. If MIT does have a next one thousand years, they will be great ones, if the promise of the past is to be borne out.

The Tech

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Unsigned editorials appearing in THE TECH constitute the opinion of the newspaper's Board of Directors, and not that of MIT. The newspaper welcomes letters from its readers. Space permitting, such letters will be printed in whole or in part, if deemed by the editor to be of sufficient interest or benefit to the community. Brevity increases the chance of publication. Anonymous letters will

Kahn: Cold Warrior?

"... In short, ladies and gentlemen, the answer is yes, there is a Herman Kahn." With reference to a reviewer's question in *Scientific American*, LSC last week presented Herman Kahn, author of the controversial *On Thermonuclear War*. Mr. Kahn has been vigorously attacked by major reviewers over the country, largely for his implicit assumptions about the nature of the political world, his detachment in discussing mass murders, and his "Making nuclear war thinkable". Says Mr. Kahn, "I don't know any other way to think... I can't wear blinders."

In an extremely witty lecture, Mr. Kahn described many of the objections to his book, countering some by saying they objected to 'reality.' In response to charges of "not enough discussion of limited war, of disarmament and/or arms control, of world law and/or government, etc." Mr. Kahn's publisher told him: "What they're saying is you should have written another book... any other book."

Part of the objection to Kahn's writing this book lies not in his thinking but in the subject of his thought; instead of discussing the effects of a nuclear war, many feel he should work for a lasting, secure peace. By discussing what it will be like "after" makes people accept the inevitability of the horror itself.

Kahn assumes several things: A) Nuclear war is a very real possibility; B) It can happen by mistake or design; the world situation is very unstable; C) Preparedness can make the difference between a loss, a disaster, and a catastrophe; D) Therefore investigate. By describing aspect (C) in terms of forty, eighty, and 160 million dead he has won widespread distaste.

This does not mean he approves of war or feels peace to be infeasible. It does mean that negotiations involving disarmament or arms control must

take into account the total situation, and this means power: economic, political, military, cultural, etc. It is a very complex situation, as he is fond of saying, and people painting it black and white (ignoring the future implications of the phrase) intensify a dangerous state of affairs by not thinking the whole thing through.

An interesting corollary of this thought is the oft-raised thought "It is better to risk peace than to risk war." Perhaps, says Kahn, but he hasn't seen any rational argument yet; most of those who advocate programs based on this premise like it, but haven't honestly evaluated it.

Kahn personally believes the only answer to the whole problem is world government, but he cannot see it appearing save after a short, shocking war when the imperative need for it is abundantly clear. Weaponry would appear necessary to save ourselves from total destruction the first time around. There is more, much more to Herman Kahn; perhaps, as his "one book at a time" refrain implies, other works will appear by him. His appeal is one for honest thought and discussion. I sincerely hope we get it.

—Jeffrey Levinger '63

Kibitzer

By Elwyn R. Berlekamp '62

Bridge clubs of colleges and universities throughout the country participated in the National Intercollegiate Bridge Tournament last month. Hands were prepared by experts beforehand and copies thereof were sent to the referees at each of the participating schools, who then stacked the boards according to the prescribed directions. All players recorded the play of every trick on special scorecards which were then sent back to headquarters for the final judging.

The hands were prepared such that to each hand there was a definite problem for one side or the other or both, called "pars." If you and your partner played well on the board, nothing the opponents could do could take your par away from you.

The hand shown in this column was a par for both sides: North-South par was to bid four hearts and make the best play for it; East-West par was to set the contract. The potential hero was West.

West opened the singleton deuce of diamonds to East's queen, dropping South's jack. East returned the diamond ten, which, being the lowest of the equivalent cards, implied to West an entry in the lower unbid suit, namely clubs. This suit preference convention is widely used to tell partner how he may get back to your hand for another ruff. South knew that West started with either a singleton or tripleton diamond (holding two he would not have led the deuce) and so trumped the diamond ten with the heart king. This was now West's golden opportunity to set the contract and earn his side's par by refusing to over-

NORTH			
♠	K Q 8		
♥	3		
♦	9 7 6 5 3		
♣	Q 9 6 2		
WEST	EAST		
♠ J 10 6 5 3	♥ 9 7		
♥ A 9 5	♦ 7 4		
♦ 2	♠ A K Q 10		
	8 4		
♣ 10 8 7 5	♣ A J 3		
SOUTH			
♥	A 4 2		
♦	K Q J 10 8 6 2		
♠	J		
♣	K 4		
Bidding:			
W	N	E	S
Pass	Pass	1♦	4♦
Pass	Pass	Pass	

ruff. The heart king won and declarer entered dummy with the spade queen in order to lead the heart three, hoping to conserve his high trumps in protection against a distribution in which East started with three to the ace and West started with a doubleton headed by the nine. But East played low and declarer's queen led to West's ace. West returned a club to East's ace and East returned a diamond for the killing trump coup. South could not afford to trump high again lest the enemy heart nine be most surely be set up, so he trumped with the heart eight and West overruffed with the heart nine for the setting trick.

Moral: The old cliché that one should capture an honor with an honor must be disregarded when one can instead capture several. West, for example, by refusing to capture the heart king, effectively captured the heart king, and the jack, setting up his nine for an eventual sure winner.

1846-1861: Rogers' Dream Realized After First Setbacks

THE TECH FRIDAY, APRIL 7, 1961 Page 5

On April 10, 1861, William Barton Rogers received from the Commonwealth of Massachusetts a charter establishing the Massachusetts Institute of Technology. However, the history of MIT begins long before this.

William Rogers' idea of founding a school of science can be traced back to March 13, 1846, when, at the urging of his brother Henry, he wrote two letters to Mr. John A. Lowell, trustee of the Lowell Institute, a school in Boston.

These letters, called "A Plan for a Polytechnic School in Boston" (and now referred to as MIT's Magna Carta), began with these words:

"A school of practical science completely organized should, I conceive, embrace full courses of instruction in all the principles of physical truth having direct relation to the art of constructing machinery, the application of motive power, manufactures, mechanical and chemical, the art of engraving with electrotypes and photography, mineral exploration and mining, chemical analysis, engineering, locomotion and agriculture."

Initial Failure

The letters continued to ask for assistance in establishing the school in conjunction with the Lowell Institute. The provisions of the Lowell will enabling the Institute made it impossible, however, to use Institute funds for supporting a school of this kind, and the proposal had to be rejected.

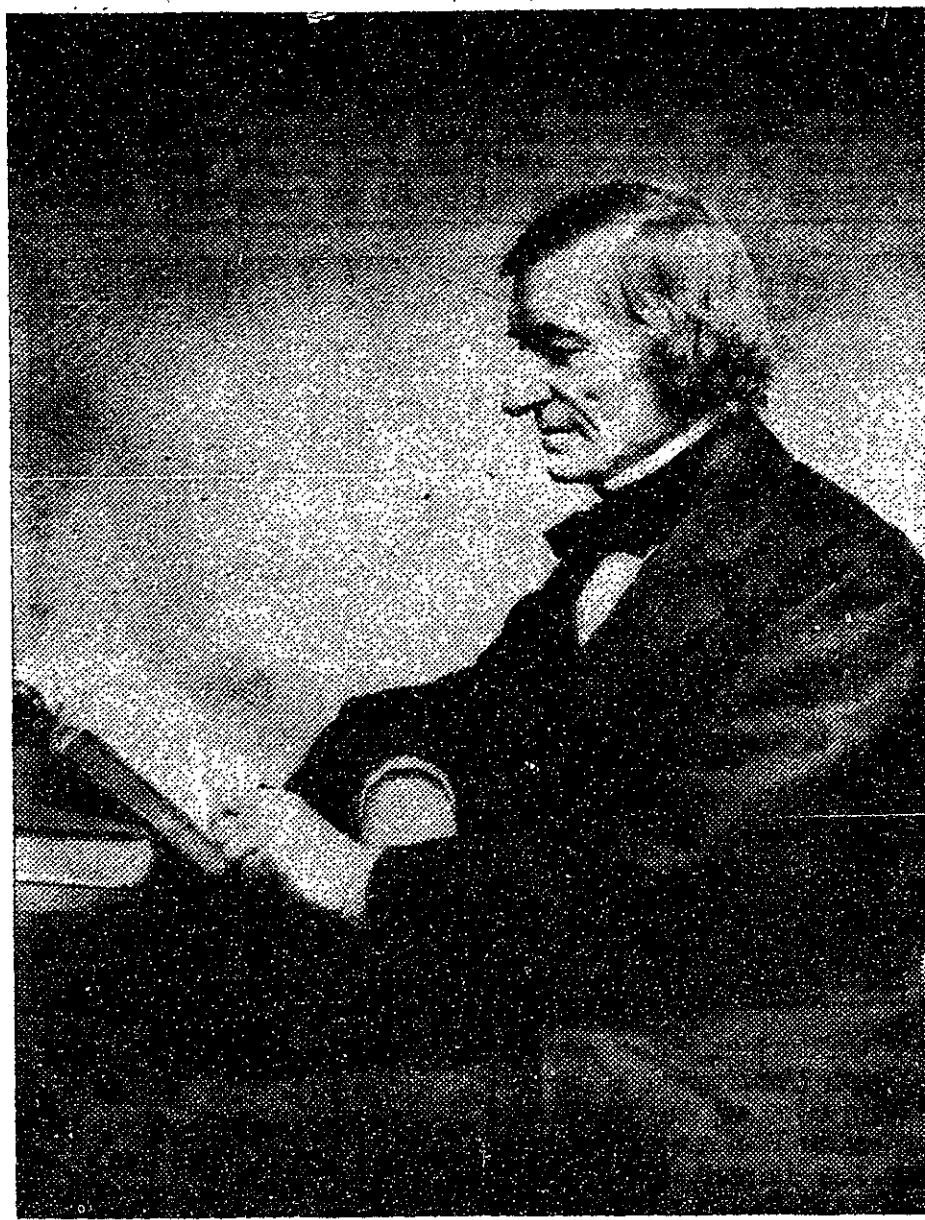
The plan did not die, however. William Rogers and his three brothers spent much energy trying to find a way to transform the idea into a reality. In 1859, events suddenly took a turn for the better. Boston was growing and needed more land for expansion. The shallow basin of the Charles River known as the Back Bay was one of the areas to be filled in for new land. Governor Banks in a message to the legislature in 1859 pointed out

that the opportunity was favorable to use the area for "such public educational improvements as will keep the name of the Commonwealth forever green in the memory of her children." This was William Rogers' big chance.

Four Departments

Although a petition from the Massachusetts Conservatory of Arts and Sciences requesting reservation of land in the Back Bay area for educational purposes was rejected by the legislature in 1859, Dr. Rogers prepared a new petition. He drew up a considerably detailed academic outline for the proposed school, together with a plan indicating the land desired. The school was to have four departments: Agriculture, including Horticulture and Pomology; Natural History, Geology and Chemistry; Mechanics, Manufactures, Commerce and Technology in general; and Fine Arts and Education. The land desired included the blocks between Boylston and Newbury Streets and Berkeley and Exeter Streets and also some adjoining land to the west.

The petition was signed by 18 of Boston's most prominent citizens and was supported by supplementary petitions from such noted organizations as the



William Barton Rogers, founder of MIT.

American Academy of Arts and Sciences. In fact, the project received such widespread publicity that New York educators offered a similar plan to their legislature, proposing Central Park as the site for the institute. A letter was even written to the New York Evening Post expressing the opinion that "It

is doubtful whether the country at this time needs two institutes of technology; and if we can have only one, that one should certainly be located in New York."

Dr. Rogers' petition met little opposition in the House, but became bogged down in the Senate and was eventually defeated. The Senate undoubtedly felt that the academic plans were too ambitious and that the land requested was too much to grant.

Encouragement At Last

After this defeat, a subcommittee of the petitioning group—consisting of Dr. Rogers, J. M. Beebe, E. B. Bigelow, C. H. Dalton and M. D. Ross—met to prepare another petition, which was limited to plans for an "Industrial Institution designed for the advancement of the industrial arts and sciences and practical education in the Commonwealth." The petition was submitted to the legislature by Dr. Rogers as a report entitled "Objects and Plan for an Institute of Technology, including a Society of Arts, a Museum of Arts, and a School of Industrial Science, proposed to be established in Boston." The report was approved by the legislative committee on Oct. 5, 1860 and received much support from throughout the state.

In November, 1860, Dr. Rogers and his committee submitted to the legislature an application "for an Act of Incorporation for an Institution to be entitled the MASS. INSTITUTE OF TECHNOLOGY," as outlined in the previously submitted report. The application was approved by the Secretary of State on Nov. 20 and was forwarded to the legislature for action at its January session.

The first public hearings, held at Mercantile Hall, 16 Summer St., on Jan. 11, found considerable support from leading business, educational and professional men, and opposition from backers of the School Fund, which by previous legislation was to receive the funds obtained by sale of the state-owned Back Bay lands, and from some members of the Board of Education.

The Final Approval

After three hearings, the Joint Standing Committee on Education, on March 19, 1861 approved the application and sent it to the floor of the legislature for action. The applica-

tion was passed by both houses. With the signature of Governor John A. Andrews on April 10, 1861 the incorporation of the Massachusetts Institute of Technology became a reality.

Four days afterward, news arrived of the fall of Ft. Sumter, and to Dr. Rogers' great disappointment, the development of the school had to be postponed in deference to the Civil War.

War Worries

The war almost closed the Institute before it had opened. The legislature, in approving the incorporation of MIT, had stipulated that within one year of incorporation the Institute would have to raise a \$100,000 guaranty fund. Although at first corporation officials were quite confident that the sum could be raised, with the war going on, progress in raising the money became very slow. Early contributions were quite small. The first bequest received by the corporation was \$3,000 from the estate of Miss Mary Townsend of Boston. Ralph Huntington (for whom Huntington Avenue is named) wrote to Dr. Rogers that he would provide \$50,000 for the Institute in his will. John Lowell announced that the Lowell Institute wanted to sponsor a school of mechanics on MIT premises and would pay at least \$3,000 per year for this privilege.

First Elections

The first official meeting of the MIT Corporation was held on May 6, 1862 to elect officers and draw up future plans. Elected as the Institute's first officers were: William B. Rogers, President; John A. Lowell, Jacob Bigelow, Marshall P. Wilder and John Chase, Vice Presidents; Thomas A. Webb, secretary; and Charles H. Dalton, Treasurer.

On March 7, 1863, with little over a month left before the arrival of the guaranty fund deadline, the Institute's Finance Committee appealed urgently for contributions. By the end of March a total of less than \$40,000 had been raised and there was considerable anxiety about the future of MIT. On the very last day before the deadline, however, Dr. William J. Walker donated \$60,000, and the Institute's immediate future was assured. For this and later gifts, the Institute established the Walker Professorship of Mathematics.

By the end of 1863, MIT's financial status seemed to justify detailed planning of courses to be offered in the School of Industrial Science. John D. Runkle and Dr. William Watson were chosen as the Institute's first professors. They were to instruct in the fields of physics, chemistry, applied mathematics and engineering.

Rogers' Health Failing

In 1864 President Rogers took a leave of absence because of poor health, but even during this time he was active in arranging for equipment for the laboratories and classrooms. Another detail to be taken care of in 1864 was the selection of an official seal.

In January, 1865, with Dr. Rogers back as President of the Institute, an announcement of the "Preliminary Course of Instruction in the School of Industrial Science of the Massachusetts Institute of Technology" was made public. Classes were to start in February in a room in the Mercantile Library Building on Summer Street. The courses to be taught at that time were: "Elementary Mathematics, with Practice in the Use of the Chain, Level, etc.; Elementary Physics; Elementary Chemistry, with Manipulations; Drawing; and The French Language." These were to be taught as four month

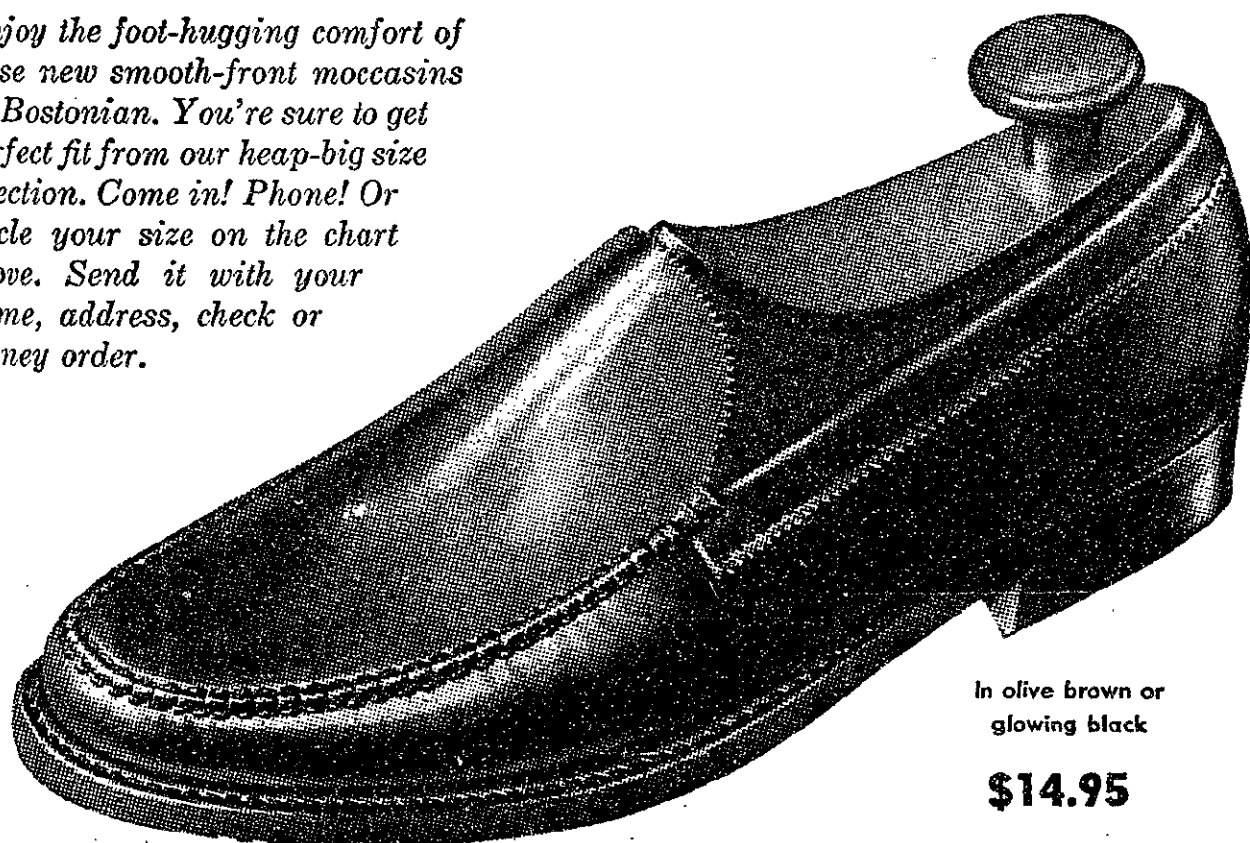
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AA									x	x	x	x	x	x	x	x		
A								x	x	x	x	x	x	x	x	x	x	
B			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
D	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
E			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
EE			x	x	x	x	x	x	x	x	x	x	x		x			
EEE			x	x	x	x	x	x	x	x	x	x	x	x	x			

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1861-1881: Classes Begin; Harvard Merger Argued

Monday, February 20, 1865 marked the opening day of school at the Massachusetts Institute of Technology. President Rogers on this day wrote in his diary: "Organized the School! Fifteen students entered. May not this prove a memorable day!" The next day he wrote: "At the Institute at 9 A.M. Watson and Runkle met their classes. My first lecture at twelve. Very attentive class." MIT had made its academic debut.

The professors on MIT's first day of classes were: William B. Rogers, Physics (as well as supervision over the general curriculum); William Watson, Civil Construction; John D. Runkle, Mathematics; Francis H. Storer, Chemistry; W. T. Carlton, Free-hand Drawing; and Ferdinand Bocher, French.

Entrance requirements for MIT were established as arithmetic, algebra, plane geometry, English grammar, geography, and elementary French. The Spring term of 1865, however, was to be devoted to making up deficiencies in the entrance requirements, and regular classes were to be started the following October.

First Fifteen Register

Eli Forbes of Clinton, Mass., was the first applicant for admission to the preliminary term. Fifteen students attended registration day in February, 1865, and by the end of the term twenty-three were enrolled. Of these, only two did not return to classes in October.

During the summer the faculty was expanded to ten professors. Added courses were in analytical mechanics, geology, metallurgy, mining engineering, English language and literature, topographical engineering, mechanical engineering, and architecture. Tuition for the next school year was set at \$100, \$50 payable at the beginning of the year and \$50 in February. Formal entrance examinations were waived for the year, and after a month of school, the class was to be divided into an upper and a lower division.

Tech Moves To Boylston Street

MIT reopened for the next school year on October 2, 1865, still located in the Mercantile Library Building. The enrollment was up to seventy students, and the overcrowding forced the Institute to expand to rooms on Chauncy Street. Not until February, 1865, were any facilities ready in the Institute's new Boylston Street building, and transfer into the building was not completed by the end of the school year.

Co-eds Enter

In 1867 a number of young women attending Professor Eliot's night chemistry lectures inquired about the possibility of coeducation in the Institute's regular day classes, and on January 30, 1867, one of them applied for admission to day classes. Two others soon followed suit. Consequently the president announced that the Institute would welcome women as special students in the regular classes and would soon make arrangements so that they could attend the classes.

Regular classes were formally opened to women in the school year 1869-70. The first "Tech coed" was Ellen H. Swallow, a graduate of Vassar, who was admitted to the Institute in September, 1871. After two years she had completed all the requirements for the Institute's S.B. degree, and in 1873 became MIT's first woman graduate.

Huntington Hall Named

The building was a notable example of classical architecture and was well suited to the needs of the Institute. A large

basement housed the chemistry and mining departments, while the five floors above it housed the administrative offices and the remaining departments. About half of the second and third floors was occupied by a



The commons room in the old Rogers Building, taken about 1920.

large auditorium, later named for Ralph Huntington, a generous supporter of the Institute. Huntington Hall was for many years the largest (92' 0" by 65' 5") and the most dignified auditorium in Boston.

Tuition Raised

The school budget for the year 1866-7 estimated expenses at \$77,800 (\$26,500 for professors' salaries; \$6,300 for operating expenses; and \$45,000 for equipment); anticipated income was only \$32,500 (\$18,000 from tuitions; and \$14,500 from various funds). To help resolve the crisis tuition was raised to \$125 per year (not affecting freshmen) and professors' salaries were reduced from \$2500 per year to \$2000 per year.

In 1867 Governor Bullock appointed President Rogers as chief representative of Massachusetts to the Paris Exposition. The appointment spread MIT's reputation throughout the world and led to new gifts totaling \$75,000.

The school year 1867-68 found MIT's prospects, except for the financial situation, quite promising. Enrollment was up to 175.

Thirteen Graduate

MIT's first graduating class—thirteen men—received their diplomas in June, 1868. One diploma was awarded in mechanical engineering, five in civil and topographical engineering, six in geology and mining, and one in science and literature. There were no formal exercises; the graduates merely called at the office for their diplomas. In 1871, the wording on the diploma was changed to read: "S. B. or Bachelor of Science in . . ."

In 1868, President Rogers became ill and was granted a leave of absence in December. Professor Runkle was named Acting President.

Harvard Suggests Merger

Early in 1870, while Runkle was still Acting President, Harvard approached MIT for the first time with a plan to absorb the Institute into Harvard. MIT was a thriving school educationally, but financial difficulties had constantly threatened its existence. Harvard's school of science was in comparison very rich, but had not been able to attract enough students to justify its existence. The merger plan was an attempt to avoid duplication of effort and facilities, and at the same time establish a sound educational and financial footing for the combined schools.

The proposal led to international debates on educational policies. The first controversy centered on whether the principles and practical applica-

tions of natural science were proper subjects for undergraduate study in place of the traditional liberal arts. The second discussion was whether a technical school, such as MIT, should be completely indepen-

34, nine were less than thirty years old.

Since 1865 the Institute had offered subjects in six professional courses. This remained unchanged except for a minor modification in 1871. The year 1873, however, marked an expansion in the number of professional courses offered and the establishment of the course number system presently being used. The courses as designated at that time were: I — Civil and Topographical Engineering; II — Mechanical Engineering; III — Geology and Mining Engineering; IV — Building and Architecture; V — Chemistry; VI — Metallurgy; VII — Natural History; VIII — Physics; IX — Science and Literature; and X — Philosophy.

Physics Labs Opened

From the founding of the Institute, one of William Rogers' dreams was the establishment of laboratories for the study of physics. The laboratories opened in 1869 were the first physics laboratories in America. In appreciation of Dr. Rogers' devoted services to the Institute, the Corporation, on February 14, 1872, resolved that "the Physical Laboratory of the Institute shall be designated and hereafter known as 'The Rogers Laboratory of Physics.'"

Students Tour West

Students interested in mining and geology toured the mineral areas of Colorado, Utah, and Wyoming with Professors Runkle and Richards during the summer of 1871. W. E. Hoyt, an instructor in civil engineering took twelve of his students to visit several industrial plants in Pennsylvania and to observe bridge construction at Cincinnati and St. Louis the following summer. Trips were made to the small mines and chemical works in New York state and New England during 1873 and to the rapidly developing iron ranges around Lake Superior in 1874. Such summer tours further enhanced MIT's reputation around the United States and eventually led to organization of a summer term.

A new high was reached in MIT-Lowell Institute relations

in 1872 with the establishment of the Lowell School of Practical Design. The subjects taught in the school dealt principally with textile designing. The school was to be supported by the Lowell Institute and housed and administered by MIT. It was not, however, to be part of MIT's School of Industrial Science, but was to exist as a separate entity.

Student Corps Trained

MIT's military training course came into prominence in 1872. Military training had been taught at the Institute since 1865, being a requirement of the Land Grant Act under which MIT had been awarded its Back Bay land. In 1872, sixty acres of buildings in the area where MIT had held its first classes were destroyed by the Great Fire of 1872. The Institute's only loss was its interest in certain fire insurance companies, which amounted to \$6,400. The student battalion was mobilized and encamped on the Common, and remained on police duty for several days.

Mechanic Arts Annex Built

From a Russian exhibit at the Exposition, President Runkle decided that manual training should be co-ordinated with education for the mechanical industries. For this purpose, a new brick building, called the "Annex," was constructed alongside the Rogers Building and was ready for occupancy in the fall of 1876. The Annex was a one-story, flat-roofed building, 125 by 40 feet, and was built for a cost of \$3,000. It housed the School of Mechanical Arts.

The first formal graduation exercises were held in 1874. Before this, graduates had picked up their degrees at the Institute's offices.

The Institute's financial difficulties again became acute in 1877 and led to President Runkle's resignation in 1878. The members of the Corporation again turned to William Barton Rogers in their hour of need. Dr. Rogers accepted the re-election and on December 10, 1879, formally took office for the second time, and held this position for two years.

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1881-1887: Qualities Of A University Appear At MIT

By 1881 President Rogers, who had taken the office for the second time in 1879, deciding that the Institute was back on its feet, resigned the post and Francis A. Walker took over. President Rogers remained in close contact with MIT until his death, which occurred while he was speaking at 1892 graduation exercises.

The year 1881 saw the second attempt to found an undergraduate newspaper at the Institute. The first issue of *The Tech* hit the stands on November 16 of that year, initiating 80 years of uninterrupted publication. Replacing the ill-fated *Spectrum*, it began in the form of a twelve-page magazine, published every fifteen days and selling for fifteen cents.

Its evolution began with a paper of greatly expanded horizon in comparison with the present concept of a newspaper. The topics treated ranged from world affairs, scientific treatises, and Institute particulars to literary attempts of the student body. The chain of eighty-one volumes, viewed in the perspective of today's knowledge, presents a unique history of MIT as told by its students.

Students Get No Rest

An open letter to the editor discussed a question still current in the minds of MIT men—the amount of work at the Institute and the necessity for a rest day: "Mentally, the rest is needed. We as students scarcely need to be assured of this for every man who knows the mental strain of six days' close application, must feel its necessity."

Brief notes from a column in *The Tech*, entitled "Locals" give interesting sidelights on life at the Institute. "Our telephone system is itself again."

"There are three hundred and seventy-seven students in the Institute. Last year's catalogue contained three hundred and thirty-five names; increase, forty-two."

"The clock in the mechanicals' recitation room is running very regularly indeed—Rest is uniform motion with zero velocity."

"After spending an afternoon in the mineralogy room of the Institute, one can readily appreciate the feelings of Dante upon his descent into Hades."

Sports Take Hold

Intramural and intercollegiate sports drew attention during the years 1881-82. An account of the November 5 athletic interclass games stated, "A fencing match headed sports. Gibbons was the 'running high' at four feet eleven. In the half mile walk, Ripley won by six inches in four minutes, ten and three-quarter seconds. A potato race won by '83 concluded the day's sports."

Intercollegiate, in the third annual winter games of the Union Athletic Club, held January 23, 1882, the Institute was represented by a tug-of-war team, in the 75 yard dash, and in the pole vault.

There were, of course, affairs of educational significance. Professor William R. Ware, in a paper read before the Worcester Free Institute of Technology commenting on a hazing incident, was quoted as saying:

"For a society of Juniors, such a performance seems rather out of place. How the wearing of a shoestring about one's neck is going to increase his love or respect for the society is beyond me. Another and still worse performance was required which cannot but result in a positive injury to the school. We do not want the reputation of aping other colleges."

Complaints About Food

A timely question was raised toward the end of the '81-'82

school year. "I wish to call attention to the condition of the Institute restaurant. The proprietor of this restaurant has a considerable advantage over all competition in that he has his rent and gas gratis; and being in one of the Institute buildings, the students would naturally go there in preference to going elsewhere."

"Now, under these circumstances, why cannot he furnish patrons with well cooked substantial meals at a fair price?"

In the midst of this, the traditional MIT-Harvard rivalry was already making itself known. The February 8, 1882 issue reports, "The *Harvard Herald* offers a prize of a one-cent postage stamp for the solution of our proverbs of last issue."

MIT Football

The first issue of the 1882-'83 scholastic year reported a significant sentiment of the students for sports. "For some years there has been among us a growing interest in the game of football, and in the establishment of a representative Institute eleven."

Shortly thereafter, an account of the first game appeared. "In the first half, the Harvard, after a severe struggle, succeeded in making a touchdown, from which a goal was kicked. In the second quarter, another touchdown was scored by Harvard, the score of MIT being filled only by safety touchdowns."

Interest in Activities Increases

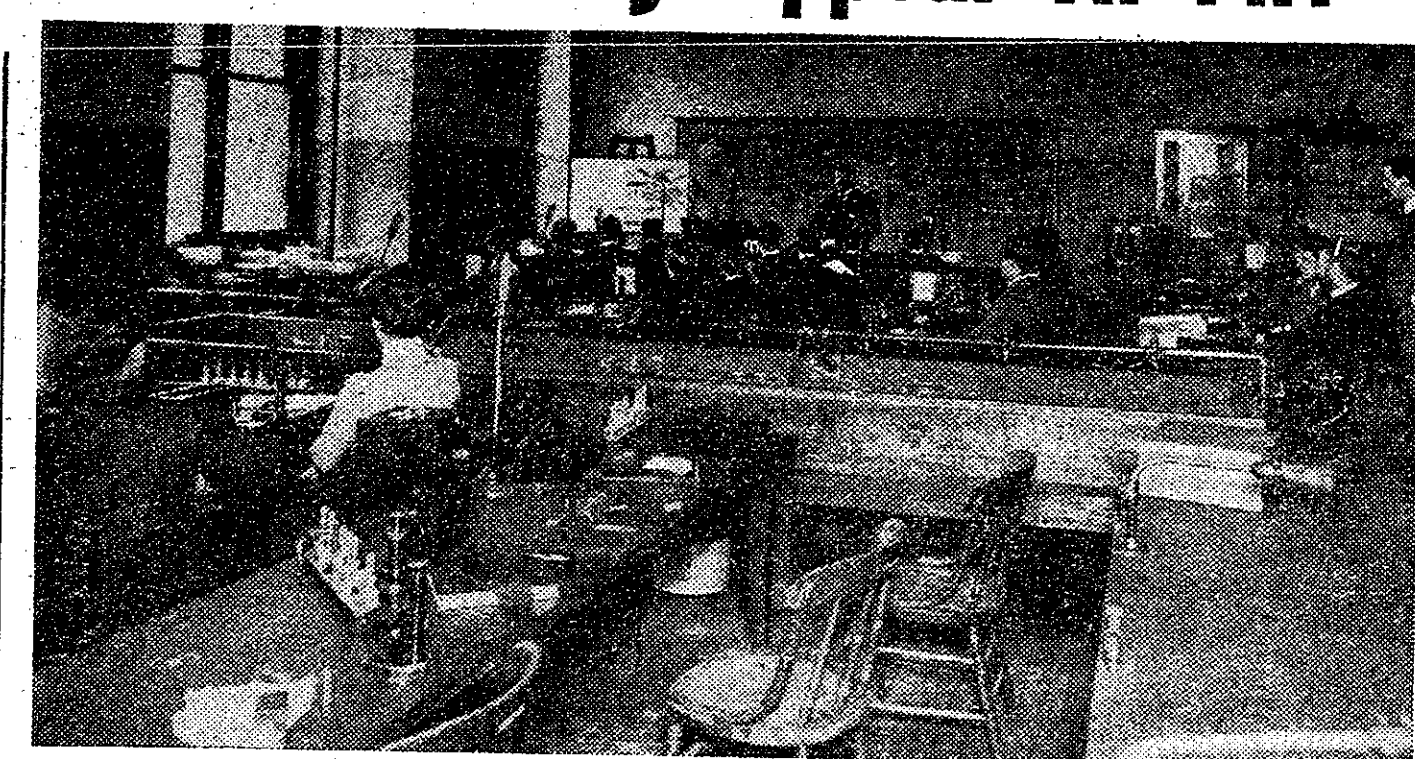
Exemplary successes of the Minstrels at Tech that season were noted. The year was generally marked by expansion of interest in non-scholastic endeavor. The student body took a real interest in the Institute to the extent that comments such as the following appeared in *The Tech*:

"It is hoped that the Faculty will not see fit to rent our new gymnasium to Chauncy Hall School, as the sum received cannot compensate for the injury to apparatus and the interruption to regular exercise caused by these school-boys."

Cardinal and Gray Appear

At the outset of the '83-'84 season was a lively discussion of the school colors. Excerpts from *The Tech* include: "The Institute colors have been for years among the vague traditions of the school. There was a spasmodic attempt last year to bring them into prominence and a few of the more energetic students mystified their classmates by appearing with scarves and handkerchiefs of cardinal and gray."

"The large majority, however, frowned upon the innovation and seemed with difficulty to realize the claim of the Institute upon any portion of the spectrum. To those conservative members of the Institute who may be inclined to resent the innovation, we can only say in all humility, that (color) although possibly an improve-



A Biology class in the old Rogers Building, around 1890. Photos courtesy of the Technology Review.

ment, is often a relief."

Electric Light Installed

Railroading, still a subject of interest at the Institute, was a passion with many Tech students in these years. Articles concerning record runs and technical advances in construction appeared frequently and were supplemented by occasional articles on steamships.

In the "Locals" column, a few words were devoted to close-at-hand advances in the Mechanical Engineering Laboratory. By December 12, 1883, *The Tech* noted that "an electric light has been placed in the laboratory of applied mechanics and photographs of beams under stress can now be taken regardless of weather."

A significant event of the year was the arrival of a tablet to the memory of the late Professor William Barton Rogers from Paris. The Corporation granted permission to place the tablet in the entrance hall of the old building, which was renamed "the Rogers Building." The tablet is now in Building Ten.

Course VI Begun

The fall of '84 saw the Institute make mention of the existence of Course VI. "This year there will graduate from the Institute of Technology the first class that has ever completed the work in electric engineering. Although other scientific schools have already prepared men for this profession, yet the Institute is a pioneer in this branch of education."

"Already the electrical engineering department is one of the largest in the school, and in spite of the fact that until a year ago no connected work had even been done in this branch of instruction, the arrangement of studies has been wonderfully well planned and does great honor to the faculty, and especially to the head of the department."

"The uncertainty as to the true nature of electricity is to many minds a charm. A more practical reason for the popularity of the electrical department is that there has been a

demand for men in the profession and consequently an apparent lack of competition."

MIT Seeks Funds

By January 14, 1885, President Walker had issued his report for the year. Among other things discussed was the growth of the Institute. The number of students was reported to be one-third larger than during the previous year, and their preparation by secondary schools was said to be improved over that of previous students.

The report closed with an appeal for additional endowment "which shall place the Institute on an assured basis, reducing the large tuition fee (\$200)."

The outstanding story of the '85-'86 school year was the rise of the Institute football team to pre-eminence in its league. On November 25, the Technology eleven played Williams College for the championship of the Northern Intercollegiate Football League.

"It was a stubborn contest, and Williams is jubilant over the success of the purple. Never before has Technology been so well upheld, and we can look to the future with the greatest confidence. The score by points: Williams, one goal, two touchdowns, with two safeties by Technology; Technology, one goal and one touchdown; total, 18 points to 10."

Fraternities Opposed

Fraternities were first mentioned as an influential living group in the March 18, 1886 issue of *The Tech*. "There seems to be a growing feeling, especially in the lower classes, that the fraternity men are endeavoring to control student affairs here, and that therefore the fraternities should be opposed, and no fraternity men elected to positions in class or society, put on committees or otherwise honored."

The fall term of '86 witnessed the beginning of perhaps the oldest tradition on campus. "The much-talked-of Sophomore-Freshman game has at last been played, and the Freshmen won in a hard-fought struggle. We extend our heartiest congratulations to '90. On the Sophomore team there were seven members who played on the varsity at various times this year, whilst there were not more than four on the Freshman team."

Technique Appears

Another first for the year was the presentation of the publication *Technique*. *Technique* for 1886 appeared on the morning of December 23; within fifteen minutes the first lot of 360 were sold out.

Seeds of the Harvard Cooperative Society had been planted and were flourishing by the spring of '87. *The Tech* reported on its progress. "The Cooperative Society has just entered upon its second year, its past career having been an unusually

prosperous and encouraging one."

"The society had up to April 1 nearly 600 members, and may have found their membership a source of great savings to them, while the tradesmen have been ready and anxious to renew their contracts."

Orchestra Formed

The third attempt to found an orchestra at MIT occurred in 1887. This time it met with more success.

About this time, some discussion came up about the location of MIT and the deterioration of its neighborhood. *The Tech*, editorializing on this topic stated: "It may happen in the future that we will have to pull up stakes and make an entirely new settlement. It is impossible to embody in one the advantages of country colleges with their abundant room, and city colleges with their peculiar benefits. We shall have to make the most of the many superiorities which we possess, and thus counterbalance our inconveniences."

Football Loses Support

The picture was not always this bright, however, and during the 1890's, football really ran into trouble at MIT. Several years in a row the coach had to cancel the entire schedule because there were not enough boys out for football to make a team.

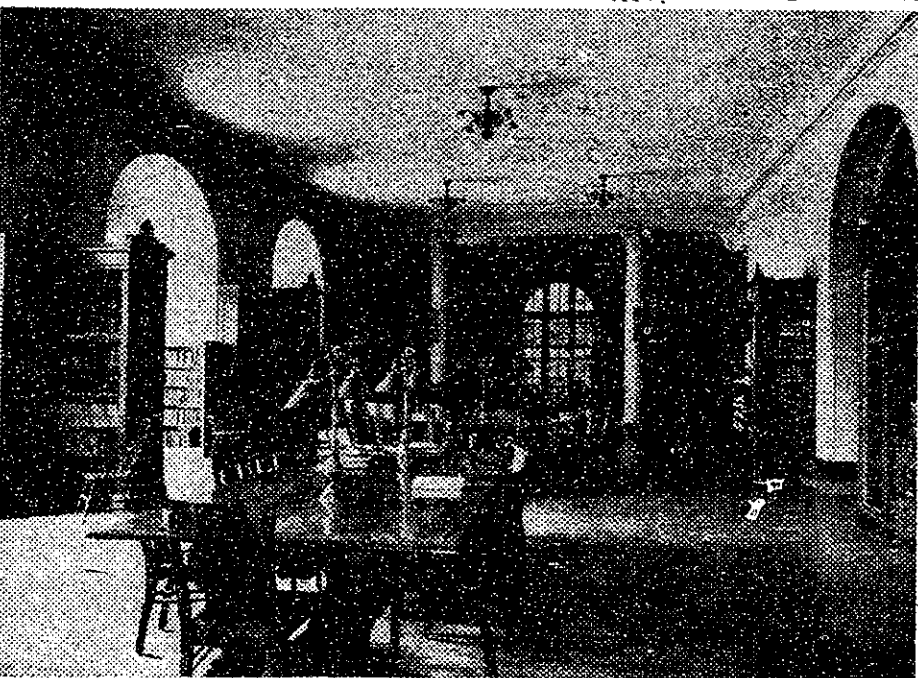
In other years, the team that Tech did produce won few games. For this and other reasons, *The Tech* crusaded to get the support of the students behind the team.

One of the reasons for being concerned about MIT's athletic teams argued *The Tech* was that "to the great mass of uninformed outsiders, the Institute is but little higher than a high school, and we ourselves have seen many men who were greatly astonished on being told the aims of the Institute and the number of its students. But if our athletic teams are successful, the name of the MIT will be heard much more frequently and curiosity will induce many to learn more about us."

But first in the minds of Techmen were academic matters. This was the era of President Walker's firm guidance. His favorite statement is still quoted. "The Institute of Technology is not a place for boys to play but for men to work."

He was known to give spontaneous speeches in which he capably stated the aims of the Institute. He advised entering Freshmen to "Prepare yourselves for a university of science, for every course is a college in itself."

"Throw away everything else as belonging to boys, we receive you today as men. Show yourselves worthy of the trust reposed in you. Allow no man to do that which reflects upon yourself, and which casts discredit upon the Institute."



A portion of the library in the old Rogers Building.

Come and See a Shoe Sewn By Hand

Mr. Mark Grondin, master handsewer, from the "Bostonian" handsewing factory in Freeport, Maine, will be in our store

April 10th and 11th

You can watch Mr. Grondin actually sew a loafer in the same manner and tradition of the early Indian.

Technology Store

Students At North Pole

1887-1898: Walker's Death Eclipses Gay Nineties

The Senior Class Dinner each year was a highlight which everyone eagerly anticipated. It was open to all students to enjoy and in 1890 five hundred people did just that, coming to enjoy the meal and remaining afterwards to drink the toasts. The speakers, joining in the revelry, spoke on traditions and customs at Tech; then the toasts began. These were eight official toasts, but many more were cheerfully, loudly, and (later) drunkenly inserted by the celebrants.

During the month of February, 1893, the Institute Committee was founded. Its first meeting was held in *The Tech* office on a Saturday afternoon to draw up the constitution. It was agreed that "the powers of the committee shall not be definitely outlined, but its general policy shall be to further the best interests of the Institute as a whole."

Incomm Rules

Meeting only once every three weeks, Incomm nevertheless made innumerable policy decisions which still affect life at the Institute. They ruled that holding a social affair to make money for only the Committee was not proper. They, too, formed a subcommittee to handle the publicity of the Committee's actions. Boston newspapers were asked to help in this endeavor. Many subjects were referred to the Institute Committee in 1893, and because of the student support of Committee action, this organization immediately became a fundamental part of MIT.

By 1896, the Massachusetts Institute of Technology was making national headlines. The news came from Greenland that Professor Alfred Edgar Burton and a party of Tech students and instructors were with the sixth Perry expedition to the North Pole. Professor Burton reported to *The Tech* that their location had landed on "The shores of some of the most prosperous Eskimo settlements. The upper end of the fjord seems never before to have been visited by an American party." Through the use of magnetic and pendulum devices, the most accurate maps then available were made by the group. Professor Helmer, at the end of the journey, made a report to the Geodetic Association about the purpose of the expedition, namely, to determine the force of gravity at the pole and to deduce the shape of the earth's curvature.

Tech Mourns Walker

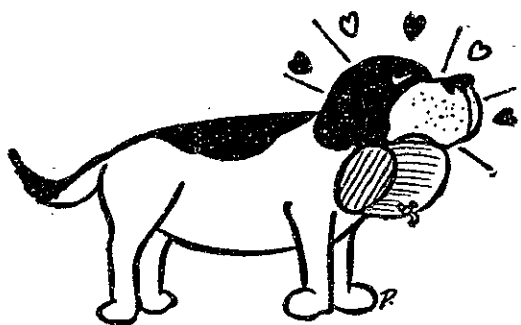
The January 7, 1897 issue of *The Tech* was a bleak one for the men of MIT. This was the issue that reported the death of President Francis Amasa Walker. "To President Walker's fifteen years of administration, the growth of the Institute from three hundred to twelve hundred students is a lasting monument. His position as an economist and as a citizen is indicated by his honorary degrees and by the long list of public offices which he filled. His personal qualities are stamped as an inspiration on the hearts of all who ever came under his influence."



LUCKY STRIKE PRESENTS:

DEAR DR. FROOD:

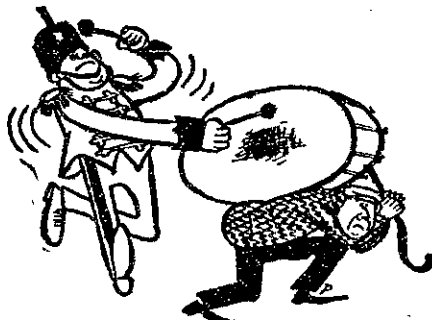
DR. FROOD'S THOUGHT FOR THE DAY: A penny saved is a penny earned. And if you could put away a penny a week for one year... why, you will have fifty-two cents!



Dear Dr. Frood: Our college mascot is a great big lovable Saint Bernard. He loves everyone—except me. In fact, he has bitten me viciously eight times. What can I do to get him to like me?

Frustrated Dog Lover

DEAR FRUSTRATED: Mother him. To carry this off, I suggest you wear a raccoon coat, let your hair and eyebrows grow shaggy and learn to whimper affectionately.



Dear Dr. Frood: Most of my life here is extracurricular. I carry the drum for the band, pull the curtain for the drama society, wax the court for the basketball team, scrape the ice for the hockey team, clap erasers for the faculty club and shovel snow for the fraternity houses. Do you think these activities will really help me when I get out of college?

Eager

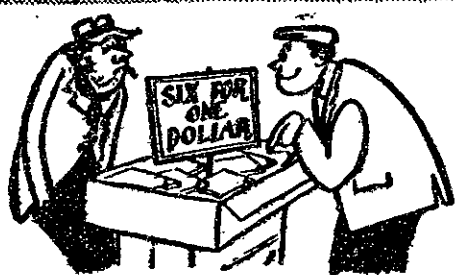
DEAR EAGER: I don't think the college will let you out.



Dear Dr. Frood: On New Year's Eve I foolishly resolved to be more generous with my Luckies. My friends have held me to this, and I've been forced to give away several packs a day. What do you think would happen if I broke this resolution?

Resolute

DEAR RESOLUTE: It's hard to tell, really. Lightning, a runaway horse, a tornado—who knows?



Dear Dr. Frood: Before vacation, my girl and I agreed to exchange Christmas presents. I sent her a nice hanky. You can imagine how I felt when I awoke Christmas morning to find a sports car from her. What can I do now?

Distraught

DEAR DISTRAUGHT: Remind her that Easter giving time is just around the corner.



Dear Dr. Frood: Can you help me convince my girl that I'm not as stupid as she thinks I am?

Anxious

DEAR ANXIOUS: Perhaps, but you'll have to convince me first.

TO GET A QUICK LIFT, suggests Frood, step into an elevator and light up a Lucky. Instantly, your spirits will rise. When you savor your Lucky, you're IN—for college students smoke more Luckies than any other regular. They're a wisecracking bunch who've known all along that Luckies taste great. Get the cigarettes with the toasted taste—get Luckies.

CHANGE TO LUCKIES and get some taste for a change!

Product of The American Tobacco Company—"Tobacco is our middle name"

President Walker was characterized by one writer: "Through the tide of student life which daily ebbs and flows in the great hall of Rogers has moved for fifteen years one beloved, commanding figure. Alert, erect, and strikingly handsome, always bending in graceful recognition of the shower of salutes, he passed quickly into the President's room."

After President Walker's death, there was a meeting of the entire student body at which it was decided to wear mourning crepe for thirty days. As a fitting tribute to one of the Institute's finest men, the bust of Francis Amasa Walker was bought for MIT in 1897 by the undergraduates. It now stands on the second floor of Walker Memorial.

Crafts President

In October of the same year James M. Crafts was elected the new President of the Institute.

The bust of President Walker, was unveiled amid ceremonies of praise and admiration. Also during this year, changes became manifest in many parts of the Institute. After many vocal complaints from students the Institute decided to construct a new gymnasium and in the midst of it, pressure began to mount for a new course in Physiology.

During the 1890's, the Institute was deeply concerned with the football teams it was able to master. Several years of the entire schedule of games cancelled for lack of a complete team and the remaining years saw few games won. Despite rally led by *The Tech*, football was on its way out. Students were disinterested in the sport and the coaches were becoming resigned to their doom.

Considerable controversy attended the beginning of the Spanish-American War as to whether MIT students should enlist en masse as a college regiment or should wait until the government found need for their technical abilities. Although enthusiasm for the former ran high for a while, student leaders and faculty members succeeded in discouraging any attempt to raise a regiment of Technology "Tigers."

Closing off the year 1898, the first issue of *Technology* in new view appeared. It was designed as a magazine for alumni, enable them to keep touch with the Institute. Essentially, it was to include a resume of news which had been published in *The Tech* as well as articles of general interest to alumni.

1898-1908: New Century Witnesses Growth Of Student Activities

On June 29, 1898, Harvard University conferred a great honor upon MIT's president and upon MIT itself. The awarding of the degree of Doctor of Laws to James Mason Crafts was accompanied by the following statement: "James Mason Crafts—Forty years ago a graduate of Lawrence Scientific School, a lifelong student of Chemistry, the president of the most successful school of applied science in the United States, the Massachusetts Institute of Technology."

The introduction of thermodynamics into the Course I curriculum in 1898 outraged some of the less theoretically-minded engineers and almost brought them to petition the faculty for its withdrawal.

That peculiar outward manifestation of the repressed emotions of toiling students, the riot, broke out in Rogers corridor one Monday morning during Freshman elections. Even the action taken by the upperclassmen was to be deplored in this instance, for, as *The Tech* editorialized: "Their attitude was one of encouragement to the participants in this disgraceful episode. It seems that even in the short time since the death of President Walker we are forgetting his words—'The Institute is a place for men to work, and not for boys to play.'"

Technology Reviews Debuts

The first issue of *The Technology Review*, a magazine designed to keep alumni from losing touch with the Institute, appeared in December of 1898. The *Review* covered the non-professional or social and Alma Mater side of school in contrast to the *Technology Quarterly*, which was purely scientific.

Freshman-Sophomore rivalry in 1899 ran very high. The whole thing came to a head in what was called the "Cane Rush," after which the Freshmen, of they beat the Sophs were given the privilege of carrying canes in public. The object of the contest was for the sophomores to lay as many hands as possible on one lone cane which was surrounded by concentric knots of Freshmen. To effect this, the Sophomores would form into flying wedges

which would change in to the sprawling mass of humanity which defended the cane.

Cane Rush Banned

The "Cane Rush" of 1900 brought an end to this glorious forerunner of the present day glove fight. After the final whistle blew, and some 400 men picked themselves off the tangled pile of arms, legs, and bodies which lay in defense of the cane, the prostrate body of one fatally injured contestant was found. In view of this tragedy, MIT's new president, Henry Smith Pritchett, declared the "Cane Rush" abolished. The next year's Field Day was of a tamer sort, being limited to a relay race, tug-of-war, and football game.

ROTC Rebellion

An incident of rebellion in the class of '02 deserves note. It seems that the students were very much opposed to a compulsory course in Military Science which had been introduced into the curriculum as a result of the war.

A certain Lt. Hamilton, who conducted the drill periods, took it into his head to present

a series of short lectures in conjunction with the marching, these lectures to be followed by as many short quizzes on the material.

Several of the students, whom Lt. Hamilton considered no friends of his, boycotted the quizzes and one day hung their superior in effigy over the doorway to the armory. Needless to say, the matter received no small attention in the Boston papers.

First Tech Show

The turn of the century brought the advent of the "Tech Show." The following article from *The Tech* is in the nature of a review. "'Applied Mechanics,' which was given at the Hollis Street Theatre during the last week of April, tells of the adventures of eight Tech students traveling in Germany in search of adventure and information. During the Course of the action they ran across a party of Tech co-eds, who are also in pursuit of knowledge. This meeting furnishes plenty of opportunities for local hits and catchy topical songs. The love affairs of Ludwig and Rosalie, two German young people, and the fascinating powers of four frauleins, play important parts in the plot. The libretto, as was as the music, is from several pens and is all characteristic of Tech life."

Talk continued in 1904 concerning the joining of Harvard and MIT into a single educational institution. It was thought that the corporations of the two colleges would be

mixed and the financial control centralized. Over and above this, a wasteful competition between the two could be eliminated, Harvard teaching and conferring degrees in pure science whereas MIT would concern itself with the practical.

Court Stops Harvard Merger

During the summer of 1905 the Corporation of Technology voted for the plan for union. Subsequently, the Supreme Court of Massachusetts handed down a decision to the effect that the Institute should not be allowed to sell the land upon which its buildings stood at the time. Since the Corporation had assumed the ability to sell the land on Boylston Street, it notified the Harvard Corporation through President Pritchett that the adverse court decision made it impossible for the Institute to proceed with the plan for co-operation.

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I DON'T KNOW WHICH BEER I LIKE BEST...



do they fall for you head first?

They do if you use 'Vaseline' Hair Tonic on your head first! Most men use water with their hair tonic and 'Vaseline' Hair Tonic is specially made to use with water. Water evaporates, dries out your hair. Alcohol and cream tonics evaporate, too. But 'Vaseline' Hair Tonic won't evaporate. It's 100% pure light grooming oil — replaces oil that water removes. And just a little does a lot!



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ALUMNI

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GLASS OF SCHAEFER—
OR MY LAST!



If it's all the same to you,
then it's Schaefer. Be-
cause Schaefer delivers
all the pleasure of the
first beer, every beer
through. So, always make
it Schaefer, all around!



THE F. & M. SCHAEFER BREWING CO., NEW YORK and ALBANY, N. Y.

1908-1920: An Address

On March 13, 1912 President Mac-
laurin made the startling announce-
ment that an anonymous donor had
given the building fund for the "New
Technology" a gift of over two and a
half million dollars, a bequest never
equaled in philanthropy to an educa-
tional institutions. Others donated gifts
totalling half a million dollars and
four months of architectural labor.

Two million square feet of land was
bought for \$775,000. The area was
bounded by Memorial Drive, Massa-
chusetts Avenue, Ames Street, Main
Street and the Boston & Albany Rail-
road Tracks. The attention of the
alumni was then turned to furnish-
ing and equipping the new Institute.
The building fund was helped by fur-
ther contributions from the mysterious
donor, known as "Mr. Smith".

The proposed layout for the new
buildings resembled closely the origi-
nal buildings now on campus, with the
exception of the dormitories.

The campus was originally planned
to include four or five-story dormitory
buildings arranged in a classical quad-
rangle, with the Walker Memorial,
dining hall and student activity cen-
ter, serving as the focal point. After
the completion of the present East
Campus "parallels" and the Senior
Houses, the idea was abandoned. Sev-
eral fraternities announced that they
were planning a move to a locale near-
er to the new school.

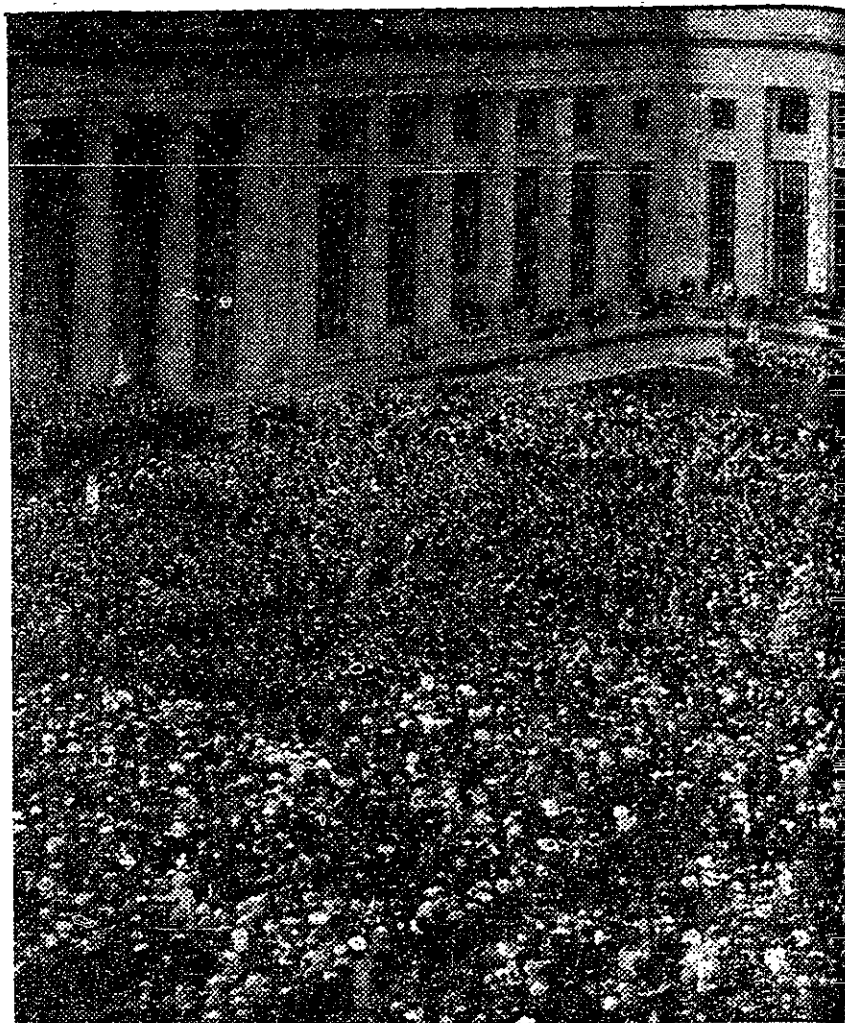
Construction Begins

Actual construction began early in
1914 and by 1915, enough of the build-
ings were completed to provide the
now familiar Cambridge skyline to
crossers of the Harvard Bridge.

The dedication of the New Tech-
nology was set for the month of her
fiftieth year of physical existence,
June, 1916 to coincide with the grad-
uation ceremonies. It was followed by
a three day pageant celebrating the
move.

Alumni Arrive

During the days preceding the fete,
alumni arriving to hold their first
grand reunion filled the routes to Bos-
ton. A cavalcade of fifty cars, some
coming from as far as Detroit and
Buffalo, arrived with a festive wel-
come, amidst a rainstorm. Some
twenty-five hundred alumni en route
to Boston were hosted by the New
York Technology Club that same night.
These alumni were scheduled to leave
New York on the twelfth aboard the
steamship **Bunker Hill**, temporarily re-
named **Technology S.S.** for the ocean
ride to Boston. When the ship left the
New York harbor, the Woolworth
buildings were ablaze with lights to
salute the alumni, and streams of con-
fetti were thrown from the Manhat-
tan Bridge. On her journey up the



coast, the Technology was met with
cardinal red and gray flares and sky
rockets from the coastal cities. She
was greeted in Boston Harbor by a
delegation of students who had parad-
ed to the site to the accompaniment
of every whistle in the Harbor. The
celebration lasted all day with various
business establishments giving parties,
and distributing souvenirs.

Archives Moved By Vessel

An impressive pageant performed
the actual transfer of the official seal
of the Institute and the precious char-
ter and archives from "Boston Tech"
to the New Technology. In accord-
ance with the move across the waters,
the paraders were clothed in varied
Venetian costumes. Undergraduates
carrying halberds formed an armed
guard. The seal was borne in a golden
casket by the Secretary of the MIT
Corporation, and the other documents
were solemnly carried in a gilded chest
by four bearers robed in Technology
colors. The procession marched through
the streets of Boston to the Union
Boat club on the Charles, where the
Bucentaur, the official transferring
vessel was waiting. In keeping with
the Venetian theme, the Bucentaur
was modeled after the state barge of
the Venetian Republic, and on the
prow was a seated figure of Mother
Technology holding aloft the Torch of
Progress. The Captain, Henry A.
Morse, was dressed as Christopher Col-
umbus.

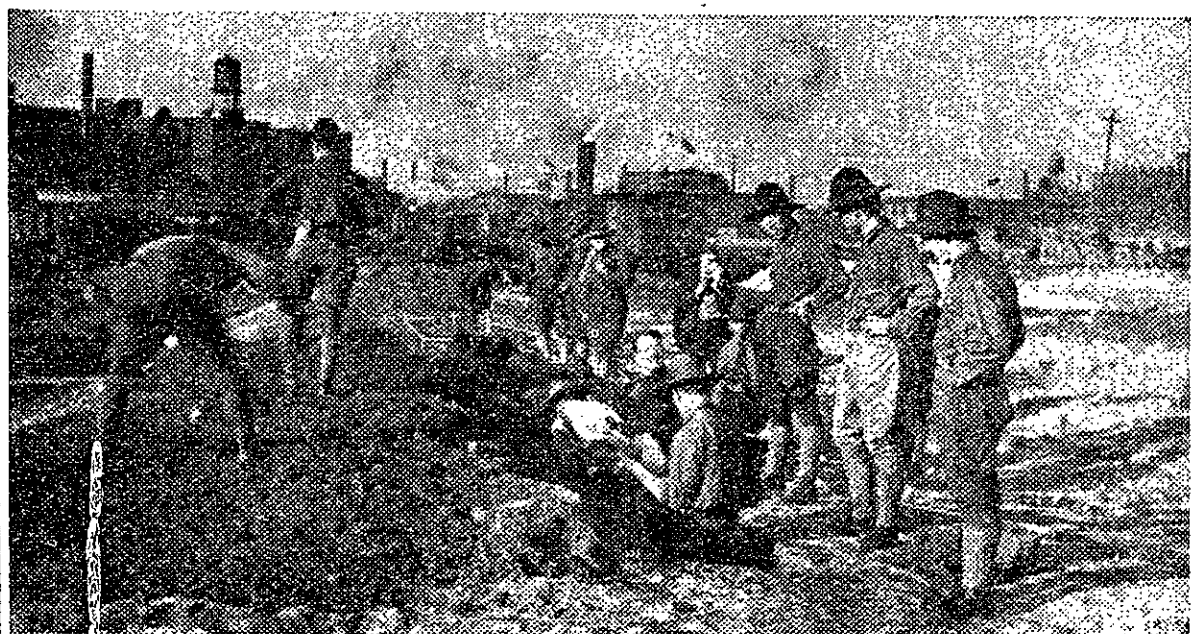
Over one hundred and fifty dele-

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combined into a
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primitive state.

Telephone

One of the
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the "New Tech
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lines was hailed
day. On the da
notables as Tho
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Richard Cockbu
Pritchett, and
other from cities
Francisco, New

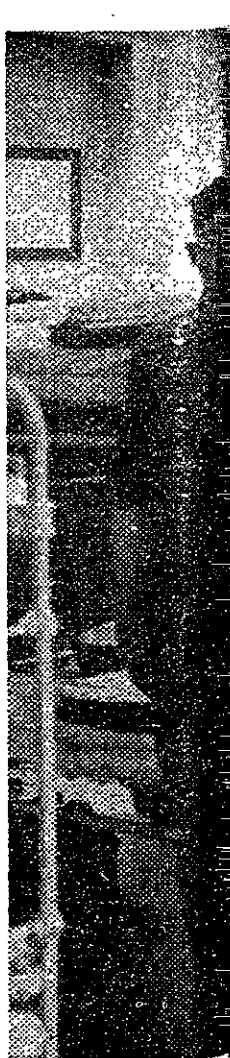
World War Comes: Techmen Further



The MIT ROTC Engineer Corps practicing trench digging on what is now Briggs Field.

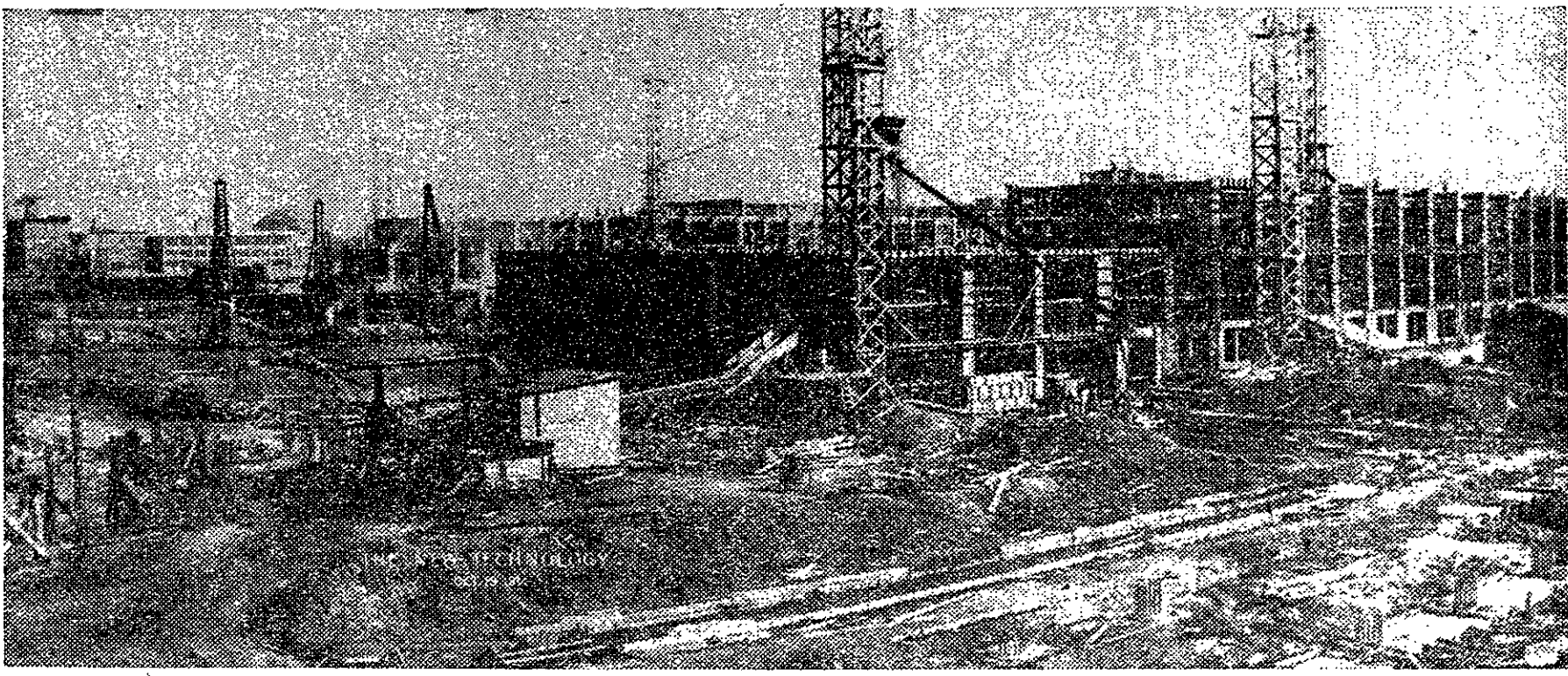
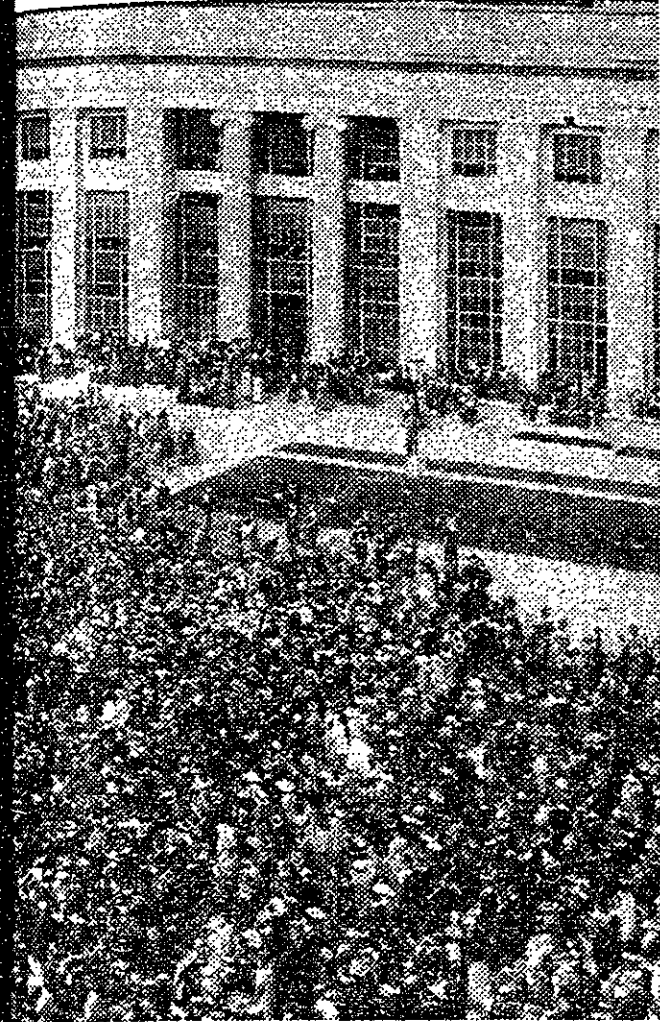
The war years affected the Insti-
tute much as they affected any educa-
tional institution in that era. A facul-
ty committee, named the Joint Com-
mittee on National Service, was
formed to aid the government in any
way possible. The President of the
Institute urged all graduating seniors
to lend themselves toward the national
effort while cautioning undergraduates
not to rashly blunder forward. To this
effect a questionnaire was sent out to

all Seniors to sample the intentions
of the graduating class and to urge
them to again consider government
service. Fully two-thirds of the grad-
uating class of 366 indicated that they
were going into the defense effort in
some manner. Summer military camps
were offered for undergraduates who
wanted to take advantage of them.
On-campus training sessions, rifle ran-
ges, navy pilot training schools were
all a part of the wartime Tech cam-
pus.

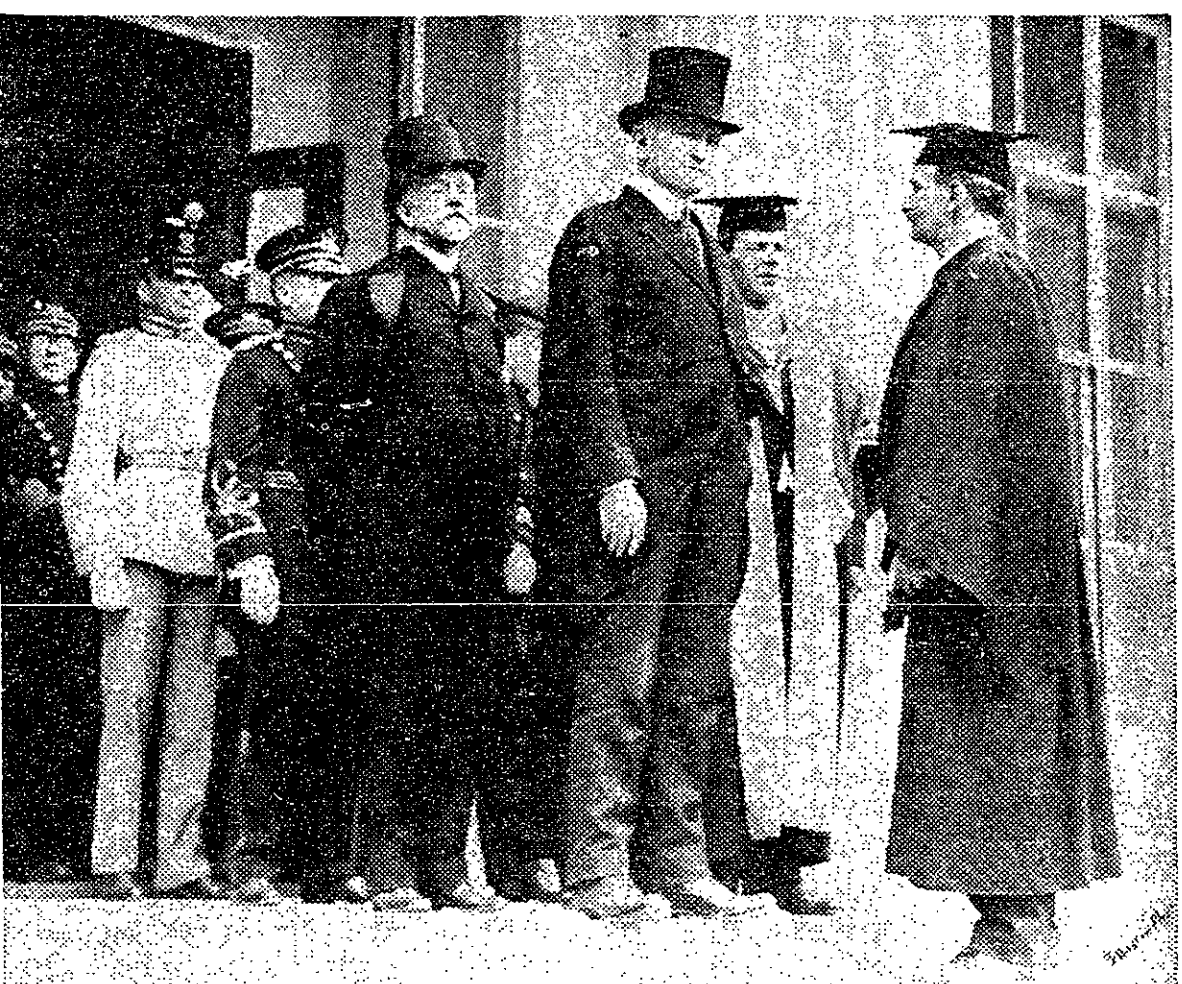
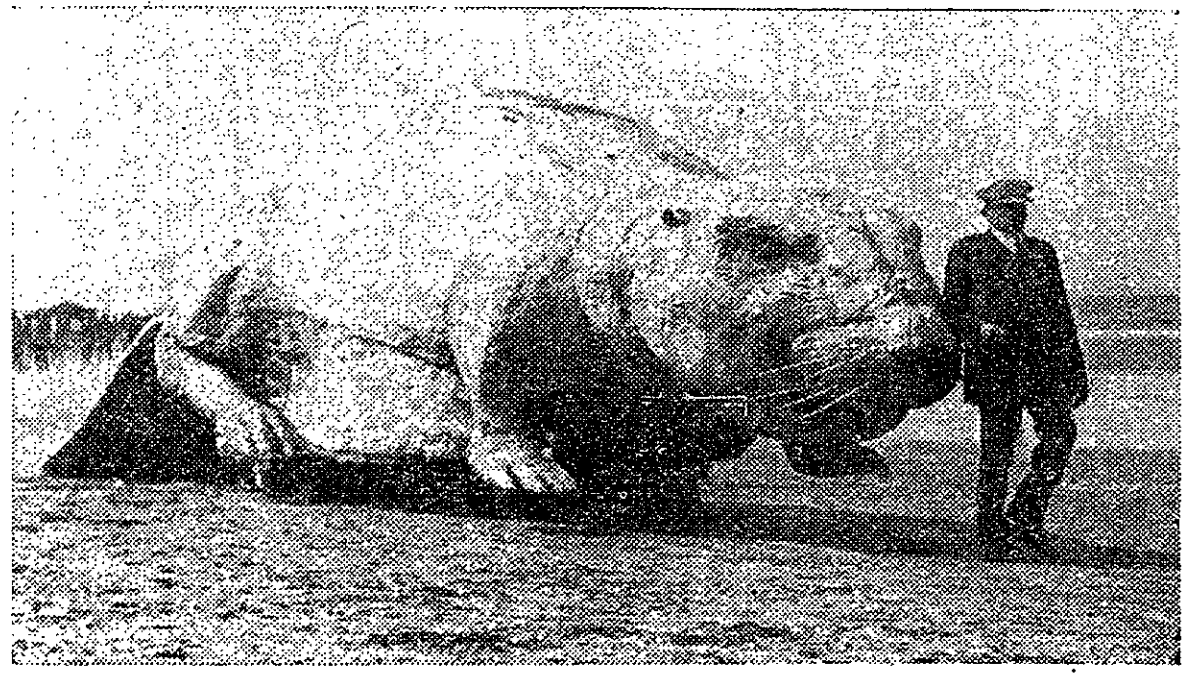
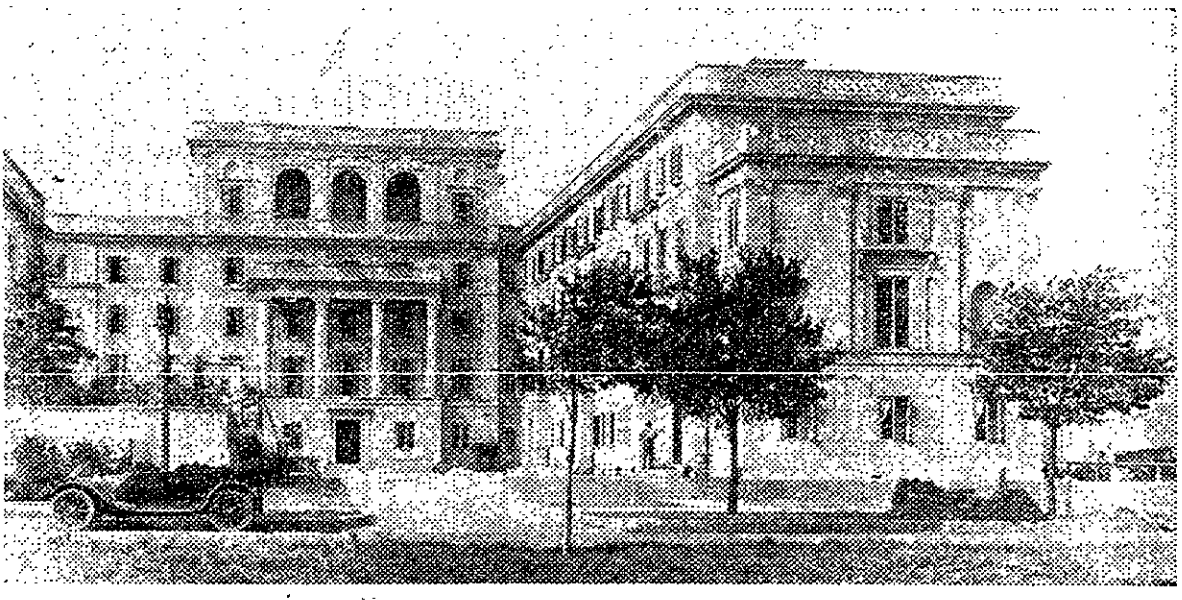


ROTC

ge Brings "Boston Tech" Across The Charles



(above) The New Technology takes form in 1914.
(right) About the same time Senior House appeared, yet to develop ivy walls.
(left) The Great Court during the Dedication Ceremony.
(below) A giant beaver made its appearance at the Alumni celebration during the festivities in 1916.



Notables at the dedication ceremonies included (left to right) Senator Lodge, Gov. M'Call, MIT President Maclaurin and T. Coleman-Dupont, Chief Marshall of the Alumni. Photo courtesy of The Technology Review.

Seattle, and St. Louis. Speeches at the convocation were highlighted by the oratory of President Maclaurin, Governor Samuel W. McCall, Harvard President A. Lawrence Lowell, and Massachusetts Senior Senator Henry Cabot Lodge, the "master of the vanishing art of oratory." In the oration of the day, he said, "The great lesson which, to my thinking, should be learned here is that education and knowledge are not ends in themselves, but means to an end, and that one great purpose to be here achieved is to go forth with the understanding that all who have these privileges are units in the making of

a nation. Our learning is vain if it fails to teach us that nations, like men, must have a conscience and a soul . . .

"All Americans, and especially all Americans who have been fortunate in securing the highest education, should fight everywhere against the spirit which would divide and be apostles of the spirit which will unite and of the tradition which should inspire all Americans. That tradition, in its dominant meaning, tells us that the American people put liberty and independence and union, in the war with England and in the Civil War, above comfort and safety, above riches and life . . ."

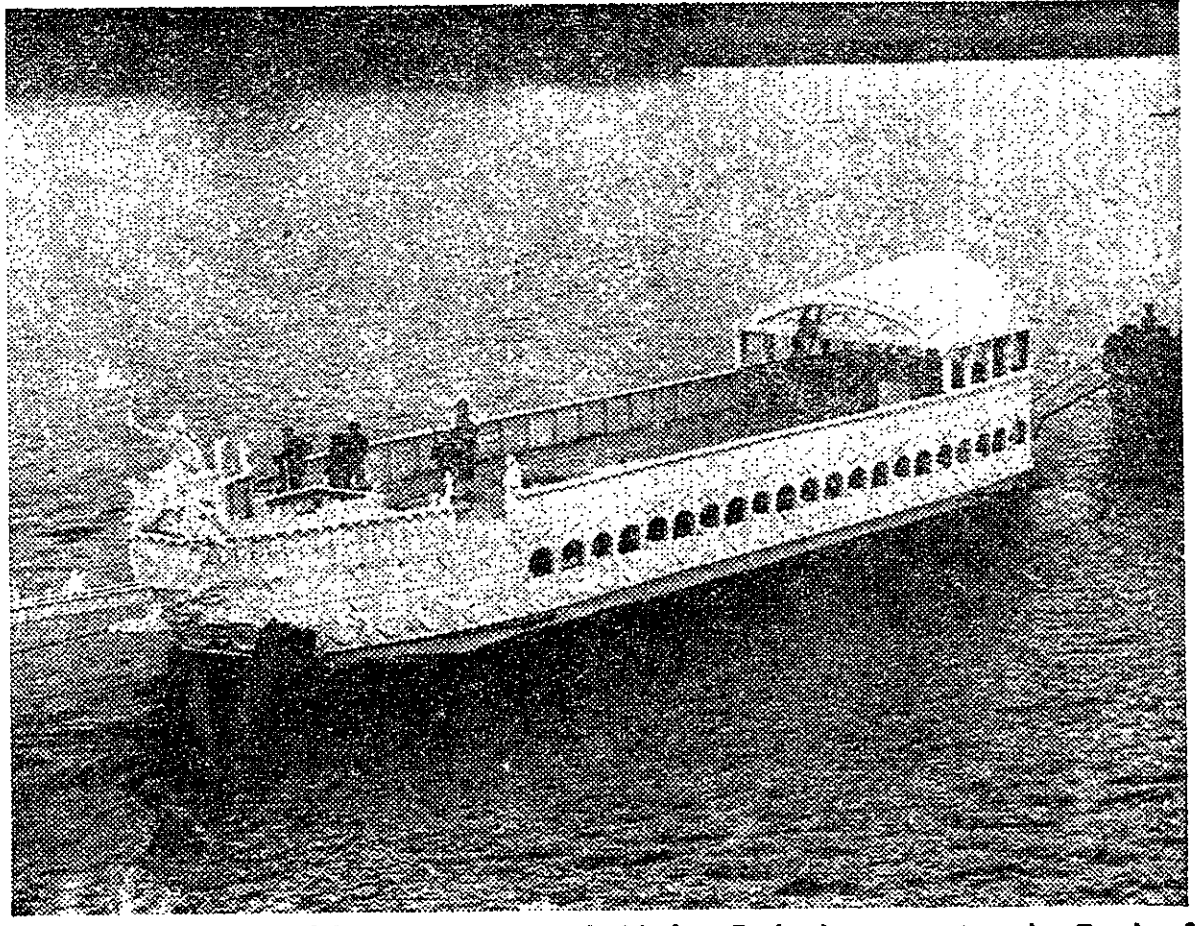
The following evening witnessed the Golden Jubilee Banquet in Symphony Hall. An elaborate telephone hookup permitted alumni from coast to coast to hear the speeches which were made on that memorable evening. President Maclaurin, in a surprise move, stated that the generosity of "Mr. Smith" had not yet ended. With a vague hint as to his identity—the fact that he was not an MIT graduate—Maclaurin announced that "Mr. Smith" would now give five dollars for every three the Institute could raise before the end of the year. Cheers burst in from all corners of the nation, and before the evening was over that magnificent sum of \$3,150,000 had been raised.

The first four years proved to be ones of dynamism for the new Institute; under President Maclaurin's leadership, the Institute paid all its debts and bought new land. Then, four years after the moving of MIT to its new location, President Maclaurin met an untimely death. Doctors said he had devoted his entire physical energies to the good of his work, and that this had worn him down. Of such great and lasting service was Richard Cockburn Maclaurin to the Massachusetts Institute of Technology, that his body was laid in state beneath the great dome of the institution to which he had devoted most of his life.

Defense Effort



acks shortly after the move to Cambridge.

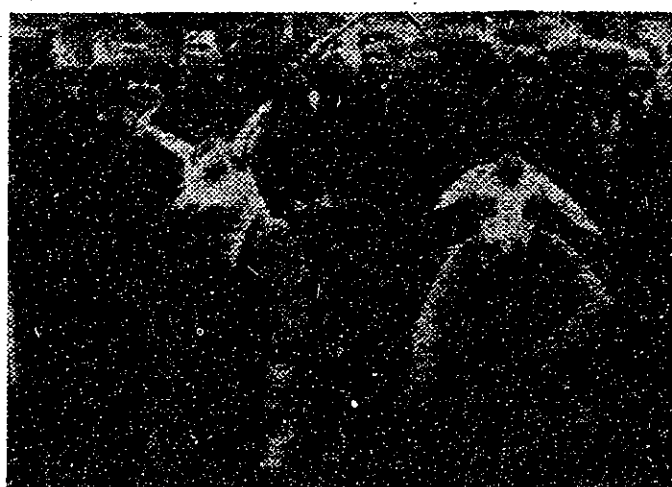


The Venetian-modelled Bucentaur with Mother Technology carrying the Torch of Knowledge at the prow transports the MIT charter and archives to the Cambridge site.

Easy Times Again At Tech; 'Mr. Smith' Revealed At Last



Participants in the circus which was sponsored by various activities and societies during the middle Twenties. In many ways it resembled the present APO Spring Carnival, with booths and displays, but with the addition of spectacular performances and a parade in the tradition of a circus.



With the end of World War I, the nation made an effort to return to "normalcy." But the War had given the world the final push that made it break away from the comfortable progress of the 19th century. The old laws of the previous era were left behind as the fresh youngster that was the spirit of the twentieth century reared his head and demanded that he be heard.

Veterans Return To Tech

There was no lack of manpower for the New Technology; thousands of America's young men, returning from the sobering experience of the battlefield, flooded the Institute with applications for the 1919 school year. In keeping with the progress of the times, MIT accepted an unprecedented student body of 3,000 men.

In January, 1920, Dr. R. C. Maclaurin, President of the Institute, died suddenly of pneumonia.

His death was a great shock and loss for the school, for he had devoted every ounce of his energy to working for Technology.

The Corporation chose Dr. Ernest Fox Nichols to replace

Maclaurin. Nichols was known to the academic world not only for his scientific abilities, but also for his talent as an administrator. He was a former president of Dartmouth College and, at the time of his election to the Presidency, Professor of Physics at Yale.

However, in 1921 it was necessary for Dr. Nichols to resign because of a chronic illness which he felt would make it impossible for him to fulfill his administrative duties.

Stratton Named

The Corporation then chose Dr. Samuel Wesley Stratton to fill the post first occupied by William Barton Rogers. Dr. Stratton was Director of the United States Bureau of Standards when he was elected in 1922. He was received with much enthusiasm by the undergraduate student body when he made known his firm belief that "A man who studies and does nothing else during his college career is missing a portion of his education."

The most generous benefactor of this time continued to remain anonymous. "Mr. Smith's" gifts finally totalled some seven million dollars. Speculation on Smith's identity raged high. At one point *The Tech* published a list of ten possible "Mr. Smiths," none of whom turned out to be the real donor of these gifts.

By 1924 the secret was out; the mysterious benefactor was George Eastman. At this time Mr. Eastman added to his already overwhelming gifts by giving the Institute Eastman Kodak stock conservatively valued at about \$4,500,000.

Voo Doo Flourishes

Basking in the light of the era of the flapper, prohibition, and the hip flash, was Voo Doo, MIT's own outgrowth of a rash of college campus humor magazines. For it was college humor that was setting the pace for publications across the country, and it was from these same magazines that the editors of magazines such as *Life* and *The New Yorker* would come.

One fad of the day which has no modern counterpart was the Technique Rush, sponsored annually by the MIT yearbook, *Technique*. An area was roped off, outside of which hundreds of excited undergraduates waited for the signal to start the annual riot for the first *Technique* off the press.

The April, 1920 Rush, for instance, occurred something like this: At 4:20 P.M. an airplane (a recently invented novelty) passed over the crowd of students and dropped a paddle by parachute. This was the signal for the annual carnage to begin. Howling students scrambled for the paddle, which entitled them to the first free copy of *Technique* 1921, autographed by the President of the Institute.

The battle ceased when a member of the managing board fired a pistol and the struggle then moved on to its next stage. Twenty paddles were located in a temporary structure called The Hut, and once again, for

(Please turn to page 15)

Triskelion

BADGE OF ACCOMPLISHMENT

The Triskelion, a triangular badge of accomplishment and fellowship, may be seen in many parts of the world where steam, hydro and nuclear power stations, refineries, pulp and paper mills, process plants and other major engineering projects are under construction. It identifies the men of Stone & Webster Engineering Corporation . . . the men who get things done.

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Roaring Twenties Epitomized By Student Activities

(Continued from page 12)
twenty more free autographed Techniques, the battle raged.
Police Chaperone Seniors
When the Senior Class of 1922 decided to parade through Boston on the day of the Senior picnic, the Boston police, with such antics as Technique Rush no doubt in mind, graciously offered to guide the parade through the streets so that the

students would have no trouble finding their way.
But even play can have a more constructive side, for while the Techman was helping to put the Roar in the Roaring Twenties, he was also making progress in the field of campus organizations and intercollegiate athletics. The 1919 Field Day featured Al Jolson for entertainment and by the late

twenties, the emphasis was on athletic contests for Field Day rather than just all-student free-for-alls.

IMX Expanded

IMX, the station of the MIT radio society, expanded by means of some \$7,000 worth of equipment. The station was the campus center for the current great interest in radio. Besides setting several long distance transmission records, IMX was the sponsor of lectures and movies about Radio Technology.

All this time the Tech inter-collegiate teams were raking the pride and joy of other colleges over the coals. Things hit an all-time high in the spring of 1926 when three Tech crews met three Harvard crews and the engineers gave the old Ivy Leaguers a real beating, one that was not even predicted by the experts.

These events represented the effectiveness of MIT's expansion of its athletic program through careful planning and instruction.

VooDoo Investigated

In February, 1929, VooDoo published the Back Bay Num-



Performers in the 1926 Tech Show, when girls were boys.

ber, an edition which sold out completely in one day.

But the issue in question was the climax of a series of "controversial" magazines which caused the Institute Committee to investigate VooDoo's campus status and to consider the advisability of allowing an organization which printed a maga-

zine that many people called "smutty" to remain associated with the MIT community.

In defense of the characteristic taste of VooDoo, the General Manager issued the statement that only a "smutty" magazine of humor could survive on the campus. The proof he gave was the rapid sell-out of the Back Bay Number.

With the support of its arch-enemy, *The Tech*, and of the student body in general, the magazine of Phos was able to weather the storm of protest fairly well. The Institute Committee only requested that the present managing board resign and that the magazine comply with the rules of decency in the future.

The Junior Board smoothly moved up to replace the outgoing editors and showed their



Gremlins were blamed for the presence of this Ford on the roof of an East Campus dormitory in 1926.

concern over the morals of college humor by making their first issue a "Purity" Issue.

Tuition Raised Again!

In the fall of the same year, the Institute announced the second tuition rise of 100 dollars in three years.

Another notable event of the 1930 school year was the elopement of the TCA president with a Wellesley girl at the beginning of the term.

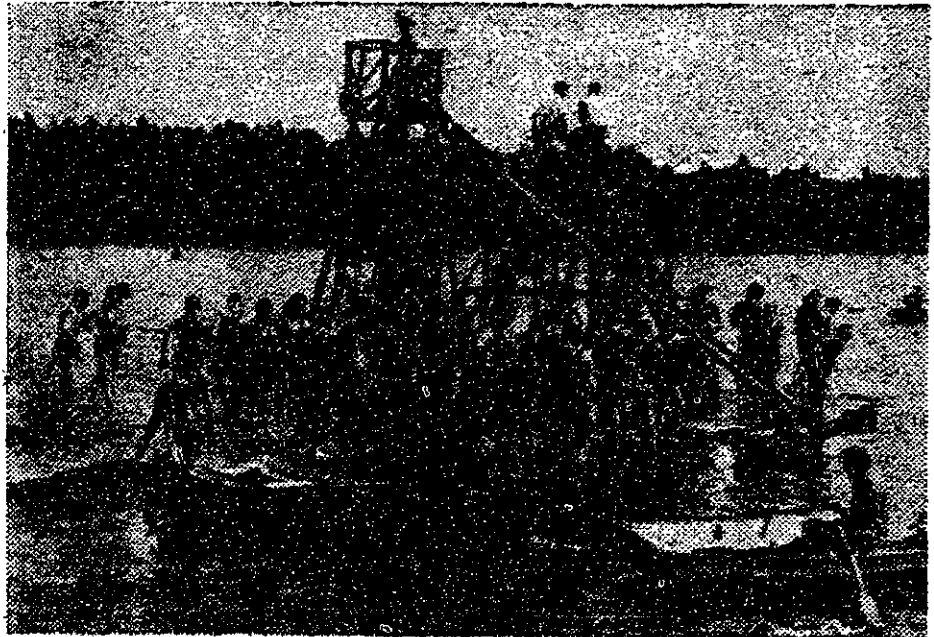
Compton Becomes President

The spring term of 1930 brought with it the election of the Chairmanship of the Executive Committee and the Corporation of President Stratton. Dr. Karl Taylor Compton was chosen to replace Dr. Stratton as President of the Institute.

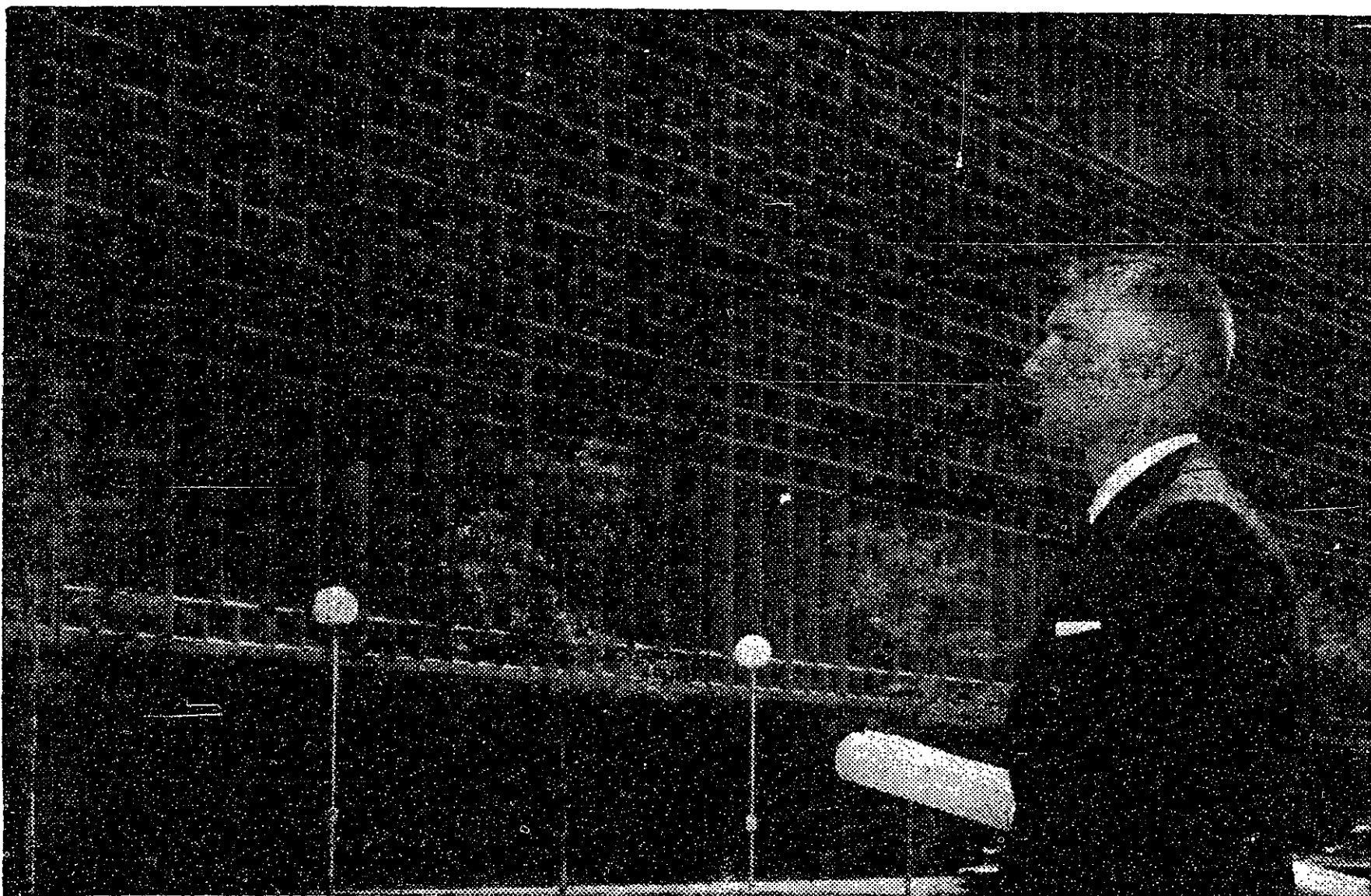
Dr. Compton had been head of the Physics Department of Princeton University before his election to the president's post. He was considered one of the foremost physicists and educators in the country.

With the new administration change came another burst of revision of curriculum and plans for campus construction. A new dormitory was planned to be built on a site directly behind Walker Memorial, with the intent of increasing the on-campus housing facilities. Other construction planned at this time was the erection of three more main buildings. Among these contemplated was the present building five.

It was at this time also that the "eum" was born.



Bathers at "Camp Technology" in Maine. This camp was used until comparatively recently to aid in the freshman orientation program.



"FIND THE ANSWER, JIM—AND BRING IT BACK"

When Jim Boardman took his B.S. in Electrical Engineering at Colorado State, there was one idea uppermost in his mind. He wanted a job in which he could work his way into management via the engineering route. As he puts it, "I didn't want to stick with straight engineering all my life."

After talking to eight other organizations Jim joined The Mountain States Telephone & Telegraph Company. He soon got the kind of action he was looking for.

His first assignment: How best to improve widely scattered rural telephone service all over Colorado—a sticky engineering challenge. He was given a free hand to work out his own procedures. His boss simply said, "Find the answer, Jim—and bring it back."

Six months later, Jim turned in his recommendations. His plan was accepted.

Next stop: Colorado Springs. Here Jim worked out a plan to expand telephone facilities for this burgeoning community. This plan, too, is now in operation.

Today, at 24, Jim has an important role in planning where, how much, and what kind of telephone service is needed in the Denver area.

Here's how Jim puts it: "We get tough assignments—but we also have the freedom to take hold and do a job. I think the future here is unlimited. If a man wants to do it—it's there to be done."

If you're a guy who can "Find the answer—and bring it back"—you'll want to get with a company where you have the chance. Visit your Placement Office for literature and additional information.



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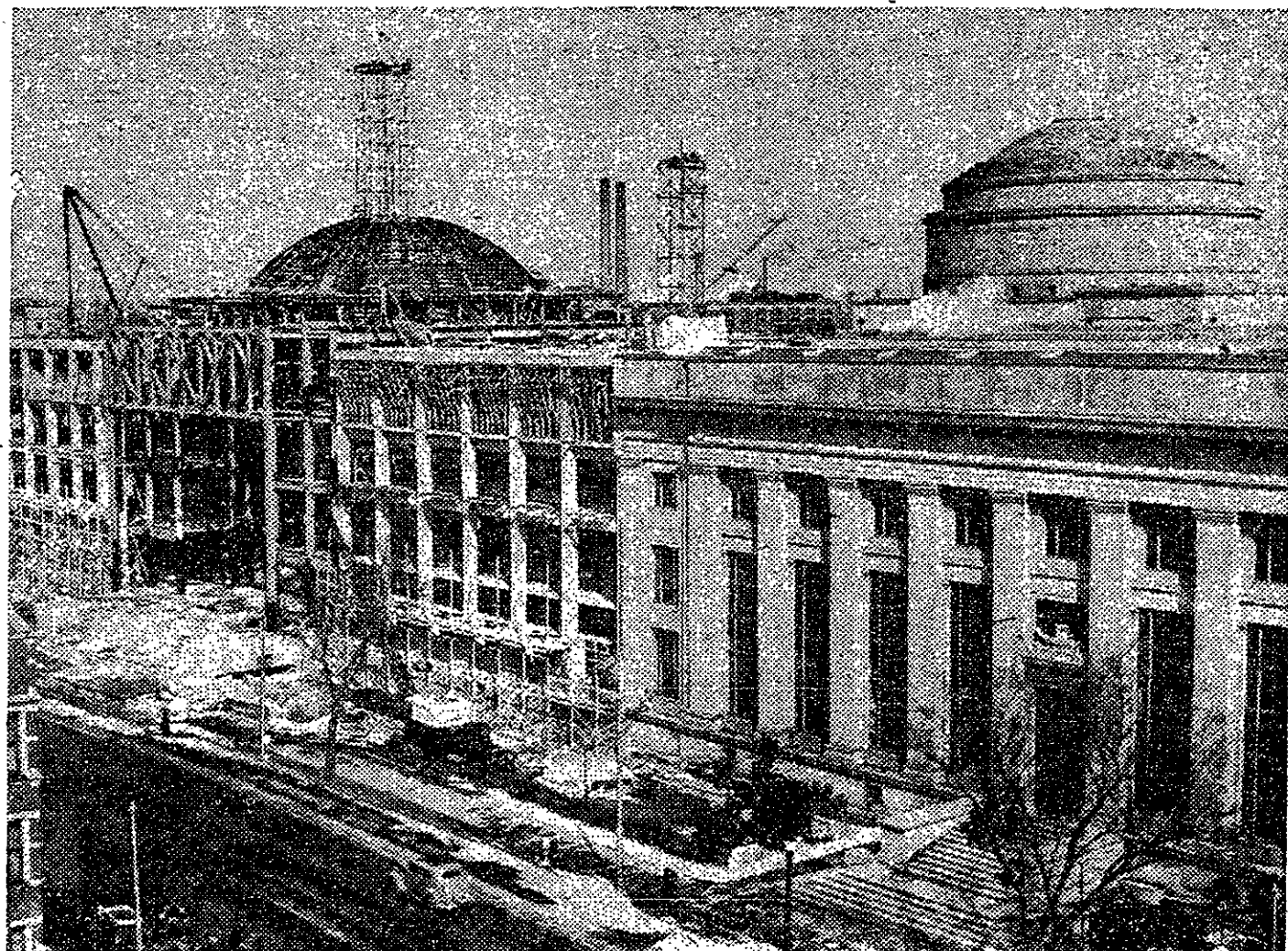


BELL TELEPHONE COMPANIES

1929-1945: Depression, Another War Hit Tech



Students of Architecture at the Institute are pictured at work in a sculpture class.



Building 7, the last of the main buildings to be constructed, as it appeared in the late Thirties.

Members of the academic world were feeling the bite of the depression much less strongly than workers in private industry, but there was great concern among faculty and students about long and short term effects of the "crash." Col. Frank L. Locke, '06, Personnel Director of the Division of Industrial Cooperation, in an interview with *The Tech*, said that, "While the depression will affect men finishing this year to some extent, there is no great cause for feeling discouraged about the near future." While future economic events were to prove Col. Locke's short range prediction incorrect, his faith in the continued demand for more and more top qualified engineers

was to be shown valid from a long range point of view.

Stratton Dies

The fall term took on a tragic note as the Institute learned the news of Dr. Stratton's fatal heart attack in his home. President Compton stated at this time that "Dr. Stratton's death is a terrible shock not only to the Massachusetts Institute of Technology, but also to that group of governmental, scientific and industrial agencies which he has served so long and so effectively."

Enrollment Falls

In spite of the depression, by the time the class of 1932 graduated in June, the Department of Personnel was able to report placement of about 30 per cent

of the class. The depression did affect enrollment for the coming year, however: the undergraduate body had fallen by 311 compared to the previous year. For the second consecutive year the Institute offered free courses for engineers and architects out of employment.

The students and faculty began to feel the pinch of a credit

drop when newly elected President Roosevelt declared the national bank holiday. Walker meal tickets were made available to all those students who found themselves temporarily "financially embarrassed" by their inability to cash checks or draw from savings. *The Tech* announced that it would accept meal tickets in lieu of cash. Tech Show accepted bank and student account checks in payment for tickets to their production, and the Glee Club and Dormitory Committee took IOU's. Enrollment for the next academic year nosedived again, falling by 224 to a low of 2,584.

Sigma Xi Established

It was also in the month of April that the Tech chapter of Sigma Xi, the national honorary scientific fraternity, was established. Included in the first initiation of 41 members were President Compton and Dean Bush.

Enrollment Increases

As the class of '35 graduated there were indications of an upward trend in job prospects and the registration of more than 600 freshmen was indicative of improved economic conditions.

Once again *The Tech* conducted a poll of student opinion. This time the results showed that the student body in general was not in favor of the New Deal, and that the great majority condemned the Teacher's Oath Bill of Massachusetts.

Prerequisites Offered

It was in the spring of 1936 that construction was started on a sailing pavilion opposite Walker Memorial. With a change in admissions directors from James L. Tryon, who was retiring, to Professor B. Alden Thresher, there came a streamlining to Mathematics, English and Physics as the only prerequisites for admission.

In April the first all-Technology peace conference was held. Pacifists, defensists, scientists, militarists and satirists all had their say in the largest peace meeting in the history of the school.

The year of 1936 ended with a heated controversy over such hazing practices as kidnapping and head-shaving. The Institute Committee voted official condemnation of kidnapping and recommended Faculty discipline for offenders.

Tuition Raised!

Because the financial situation of the country made future gifts and endowments uncertain, President Compton announced a raise in tuition to \$600, a hundred dollar increase

over the past academic year.

In November the Riverbank Hotel was purchased by the Corporation to provide much needed Institute living quarters for graduate students. The hotel was renamed Graduate House.

Water Fights

The 1940 year opened on a note of inter-Institute as well as international conflict. *The Tech* reported a "friendly" water riot between the students of the sophomore and freshman classes. Then in May, Harvard students attempted a "blitzkrieg" on the MIT student body. They met with an unexpected guerrilla defense by the engineers and were forced to retire leaving diverse pairs of pants and parts of pants at the Technology's main line of defense.

War Again

On Dec. 7, 1941 the United States declared war on Japan for her attack on Pearl Harbor. Within the next few days the U. S. found itself in a state of war with Germany and Italy, Japan's allies in the Axis confederation. At this time President Compton made the statement that "the best work Tech can do in the present situation is to continue along the course it has been following in the last year."

Crash Program

By Dec. 17, 1941 the administration announced its Senior crash program for graduation by April 27. Summer classes were planned to shorten the undergraduate program so as to supply the country with the technicians and engineers needed to achieve victory in a modern global conflict. By 1943 the curriculum was completely altered, graduating a class every three years instead of four.

Army Moves In

It was also in 1943 that the Army moved in. Senior House was evacuated and eventually all the dorms were taken to house students of the Army Specialists Training Program. By June, 1943, all students not already in the Army programs faced induction in the Army and active duty regardless of status.

All this time the research departments had been expanding, organizing, reorganizing, and developing more and more crash programs to meet the needs of national defense. Throughout the war MIT remained the leader in the development of new weapons of defense and attack. It was with a grateful sigh that the campus paused for its first free breath on VE Day, May 11, 1945.

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1945-1958: Modernization of Buildings, Curricula

The most important event of 1945 at MIT was, as in the rest of the world, the end of World War II.

On May 2, for the first time since December, 1941, the lights illuminating the exterior of the main building were turned on. They had been off throughout the war as a security measure. A V-E Day Convocation was held May 11 in the Great Court.

But most important, MIT men who had been apprehensive of the draft could now relax somewhat knowing their education would not be discontinued.

In 1947, with the effects of the war still wearing off, the MIT Veteran's Association was disbanded. And with the relaxation of transmission limitations, WMIT made its first broadcast on the 22nd of November.

On April 6, 1948 ground was broken by J. Willard Hayden, President of the Charles Hayden Foundation for the construction of a new library.

Killian President

In 1948 there was an important administrative change as Dr. James R. Killian, Jr. succeeded Dr. Karl T. Compton as President of the Institute.

The years 1949 and 1950 saw a continuation of the Institute's dynamic growth. In February of 1949 plans were announced

for a \$500,000 Hydrodynamics Laboratory and Ship Towing Tank.

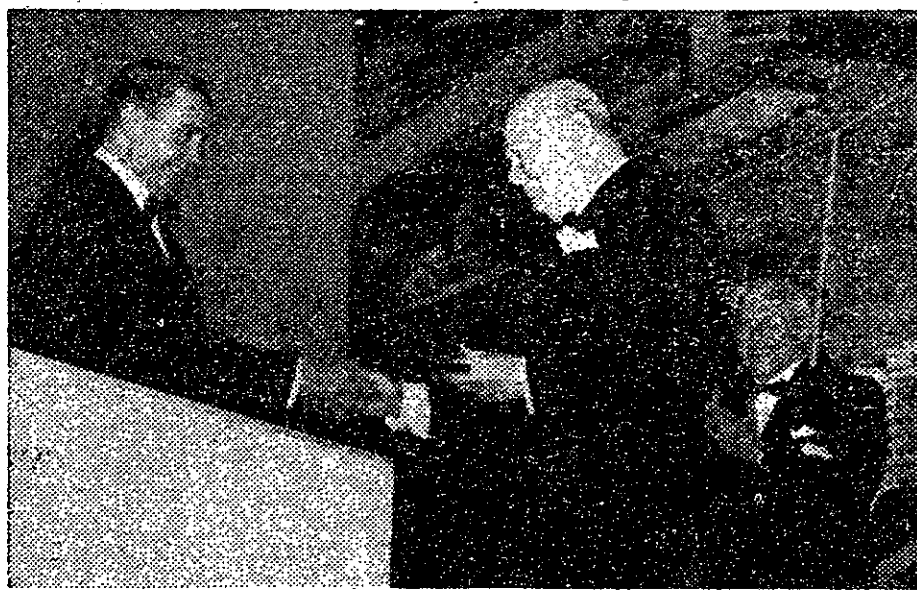
But solemnity retreated at intervals. For instance, in *The Tech* of Oct. 26, 1948: "Amid stealthy silence to avoid attracting the attention of the Radcliffe police, two dozen people celebrated the laying of the cornerstone of Moors Hall, the new Radcliffe dormitory, last Saturday night.

"The participants, members of the *The Tech* and *Voo Doo* staffs and their dates, brought the 50 pound cast concrete block, inscribed 'To the Sons of MIT', to the Radcliffe Quadrangle. It was plastered in place and christened with a bottle of Canada Dry Ginger Ale."

Burton House Purchased

Greater strides forward were taken in 1950 when the Riverside Apartments, now known as Burton House, were purchased for undergraduate dormitories and another housing advance came about when Baker was dedicated later that year.

The President's report for the 1950-51 year told of a committee established for student aid and the creation of the post of Director of Student Aid to which Dean Thomas P. Pitre was appointed. President Killian also noted that the faculty had approved a new four-year program in the humanities for



Sir Winston Churchill is made an honorary lecturer at MIT by President Killian in a 1949 ceremony in the Boston Garden.

students in science and engineering.

Fassett Arrested

The May 6, 1952 issue of *The Tech* carried a statement from President Killian concerning administration policy on student riots. As the result of Pogo for President demonstrations earlier in the week and less sedate demonstrations, many students as well as Dean Fassett appeared in court for inciting a riot.

During this year reading periods for final exams were instituted.

Kresge Plans Completed

In February, 1953 it was announced that plans for Kresge

Auditorium were complete and that contractors were studying the blueprints in preparation for the bidding.

In May of 1954 construction began on the non-denominational MIT Chapel; the unconventional building has since been the subject of many comments.

What began as a small crowd of chanting students turned into a full-scale riot as dormitory residents protested the raising of rents on March 2, 1957. The affair began at 11:30 p.m. and lasted until 3:25 a.m. That month also marked another event to be remembered in MIT's first hundred years, the

famous "Field Piece" issue of *Voo Doo*. In September, the MIT security police force was established.

The serious side of the MIT student body asserted itself in the spring of '57 however, with the establishment of the Freshman Orientation Committee under Incomm. Its purpose: to analyze the goals and purposes of an orientation program and to formulate a plan in which these aims may be best applied.

Penicillin Synthesized at MIT

Significant among the scientific accomplishments of MIT in 1957 was the announcement of the synthesis of penicillin. Dr. John C. Sheehan, professor of chemistry, and Dr. K. R. Henery-Logan, research associate were responsible for developing the drug.

Guidance System

This year saw also the completion of an inertial guidance system development program under the auspices of the Instrumentation Laboratory, directed by Dr. Charles S. Draper.

As a further step in increasing its educational potential, the Institute's 3-2 plan was expanded in 1957. Director of Admissions B. Alden Thresher said of the expansion, "In the past the liberal arts school alone determined whether a student was qualified for MIT admission. Now, with so many schools in the program, any school can send us recommendations for students whom they believe to be qualified, but the MIT admissions office will make the decisions — based on the same things as are required of transfer students."

VI-B Established

Course VI-B was another innovation that occurred in 1957, designed for strongly motivated students who desired and were able to continue their engineering education to a doctorate.

In October, Professor Niels Bohr of the Institute of Theoretical Physics, Copenhagen, Denmark, arrived at MIT and gave the Karl Taylor Compton Lecture Series.

November 4, 1957, ground was broken for the MIT-Harvard 6 BEV electron accelerator. It was designed to be used for basic, unclassified research on the properties of the sub-molecular particles and the forces which hold the nucleus together.

Radar Views Satellites

Long-range radar also was brought to prominence by the the Institute in 1957. At Lincoln Laboratory's Millstone Hill, radar was being used to watch the Russian satellites then aloft.

Also in the fall, the first consideration of the present house-master system was considered. This was in part to try and instill more spirit in the living groups and to promote somewhat a return to pre-war discipline standards.

Compulsory ROTC Ended

The beginning of 1958 was marked by a major academic decision at the Institute. On January 15 Acting President Stratton announced that compulsory ROTC was no longer part of the academic program and that term and cumulative ratings were to be deleted from term grade reports.

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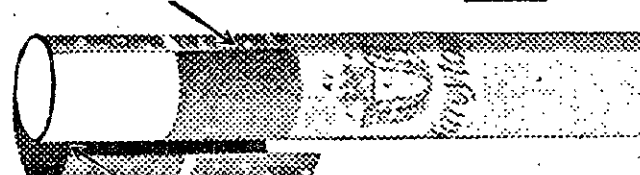
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1958—: Preparation For A Second Century

On February 14 of 1958, the creation of the Department of Nuclear Engineering was announced. Dr. Manson Benedict was appointed head of the department. This month saw also the completion of another project. Designed by MIT architects and engineers, the famous solar house in Lexington, Massachusetts, was finished.

An increased concern with the attitudes of entering students, how these attitudes change, and the result of this change upon academic performance developed in 1958. This was illustrated by Incomm's recommendation that the Freshman Student Study be continued. The study, through the use of questionnaires, attempted to ascertain Freshman ideas on attitudes

and ideals in the school.

Freshman Math Altered
In May further changes in the curriculum were announced. Freshman calculus M11 and M12 were to be changed the subsequent fall so that they included more lectures with less recitations and with no homework required.

That fall, the long-planned housemaster system was finally put into effect when Professor Howard H. Bartlett was appointed as Burton Housemaster. Dean Fassett viewed the duties of the housemaster as being greater than those of the former faculty resident and hoped that the system would lead to more autonomy for the house.

A shift in the country's attitude toward science and engin-

neering was reflected in the registration figures for that fall's entering class. For the first time Course VIII had a greater enrollment than Course VI.

Effective January 1, 1959, Chancellor and Acting President Julius A. Stratton became the Institute's eleventh president. He succeeded President James R. Killian, Jr., who had been on a leave of absence to President Eisenhower for Science as Special Assistant to the President and Technology. Dr. Killian became Chairman of the Corporation.

MIT Works With Harvard
In March after more than a year of negotiations, MIT and Harvard combined efforts and established the Joint Center for Urban Studies. The two schools had been working on the project individually but felt that by combining their resources their endeavors would be promoted. This act was indicative of the Institute's increasing concern with humanistic studies.

March was also the month in which a major accomplishment in the field of science was announced. MIT's Lincoln Laboratory contacted and examined Venus by radar. President Stratton said of the feat, "It is a magnificent achievement; the reward of a vast amount of experience compiled by MIT from

the days of Radiation Lab in World War II and since. This is in keeping with our mission; it is really an advance in the frontiers of science."

Mass-Transference Studies?
Student endeavors into the realm of science continued in April of 1959 with a feat of



Aldous Huxley, Visiting Professor of Humanities, Fall, 1960

mass transference: specifically, the transportation of a Volkswagen to the top of Walker Memorial's main stairs.

Ford Aids Engineering
In one of the most significant events to occur at MIT, the Ford Foundation granted a 9

million gift to the school "for the advancement of engineering education." This grant, said Dean of Engineering Gordon S. Brown, would allow changes in curricula, which would normally take place in fifty years by evolutionary methods, to be brought about in five years.

In April, 1960, MIT's future as a coeducational institution was brightened. An anonymous gift of \$1.5 million was announced by President Stratton which was earmarked for constructing a new women's dormitory on a site fronting the Charles close to the Chapel and Kresge Auditorium.

Sloan Gives \$5 Million
Another important bequest was to shortly follow this one as the Sloan Foundation set up a \$5 million dollar fund to be gift, used for basic research. Mr. Sloan remarked regarding the gift, "The Foundation is aware that a strong basic research program, as an essential part of the education of scientists and engineers, is one of the major objectives of the Massachusetts Institute of Technology as it moves forward on a widened front to meet the nation's critical needs for greater creativity and strength in its science and engineering."

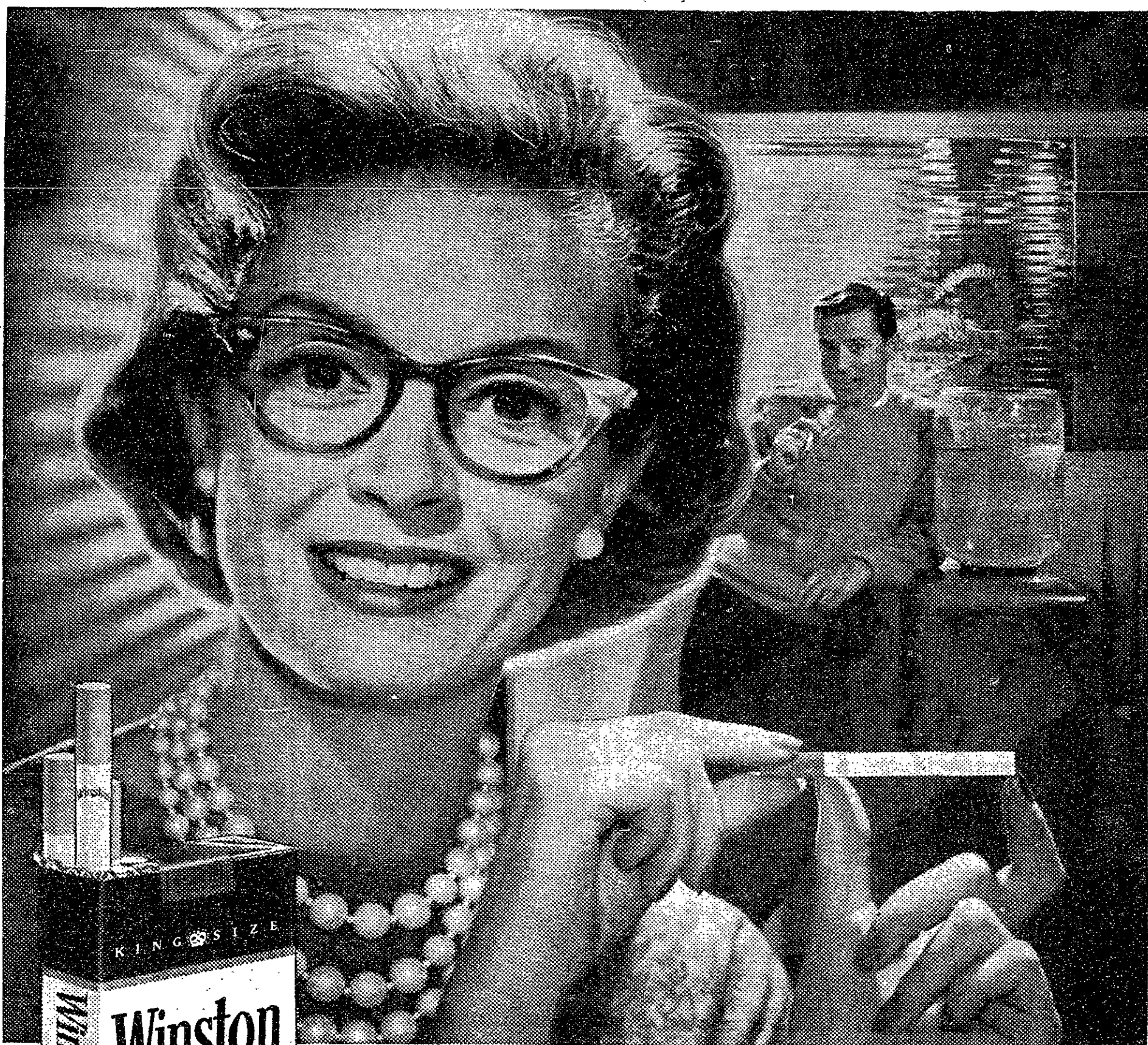
May of 1960 was a momentous month in MIT's history. In the May 4 issue of *The Tech* the following headlines were all in evidence: "Centennial Plans Revealed; Events Scheduled All Year," "Second Century Program Asks For \$66,000,000," and "Aldous Huxley Will Lecture At Institute."

Second Century Fund
The Second Century Fund is one of the most ambitious projects ever undertaken by any university. Dr. Killian said upon the announcement of the plan, "During its first century, MIT has produced generations of leaders — engineers, scientists, industrialists and architect who have played major roles in building our nation. MIT has a world-wide reputation for excellence. But even before our second century is upon us we are faced with a new order of responsibilities in a world vastly different from the one we have known in the past. Technology is advancing at an accelerating rate. We must adapt ourselves to new circumstances. We must be prepared to meet our responsibilities toward the educational, economic, military and technological requirements of America which now calls for new levels of professional accomplishments." The general areas in which the Second Century Fund will be used are:

For five new centers for graduate study and research, \$24,500,000; Educational innovations in the five MIT schools, \$16,500,000; Improvement of student housing and community facilities, \$12,000,000; Basic Research, \$6,000,000; Endowed professorships, \$4,000,000; Scholarships and loans, \$3,000,000.

Among the new facilities to be made available through the fund are Centers for the Earth Sciences, Aeronautics and Astronautics, Communications, Life Sciences, and Humanities and Social Science.

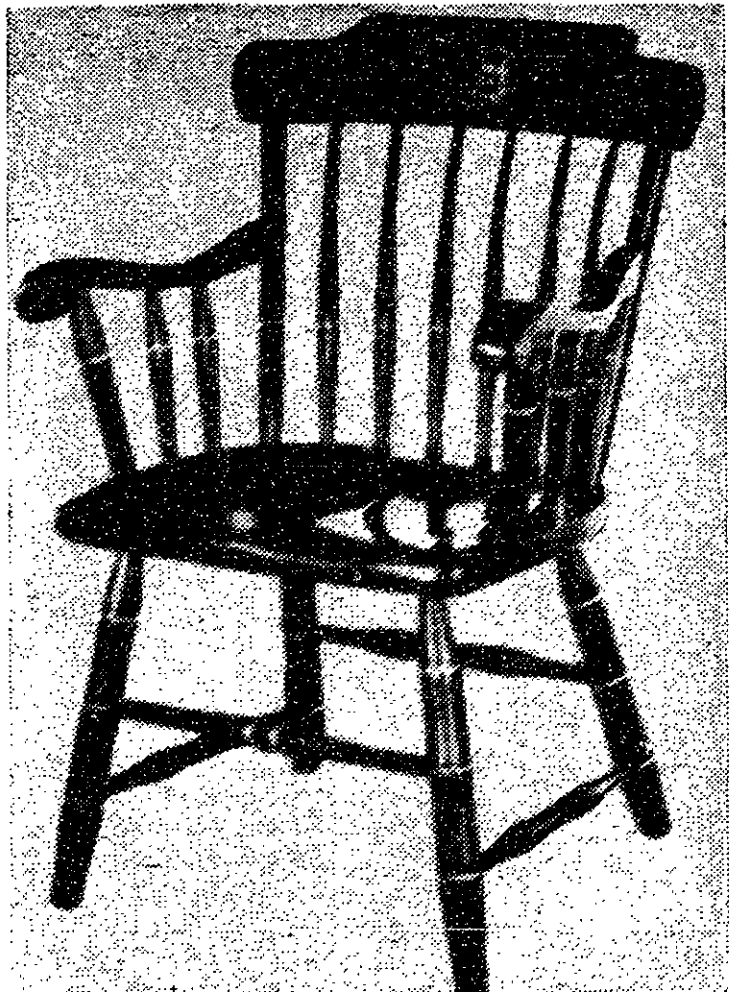
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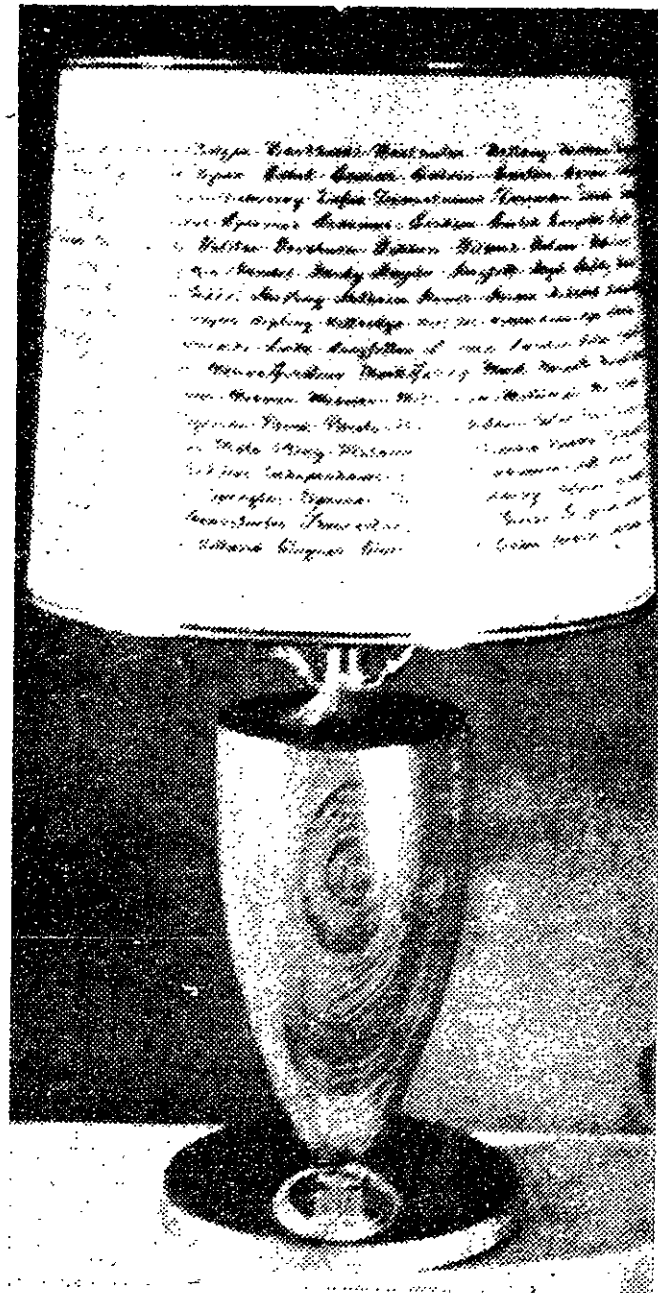
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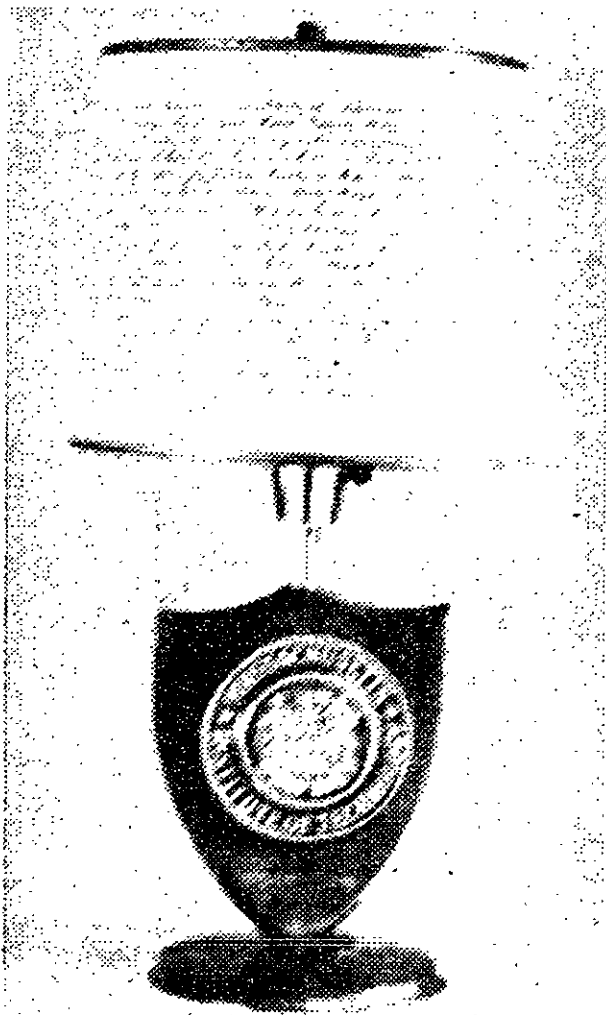
M.I.T. Plaque with Heavy Bronze Seal. 5 1/2" Diameter. Walnut Finish. 13.50



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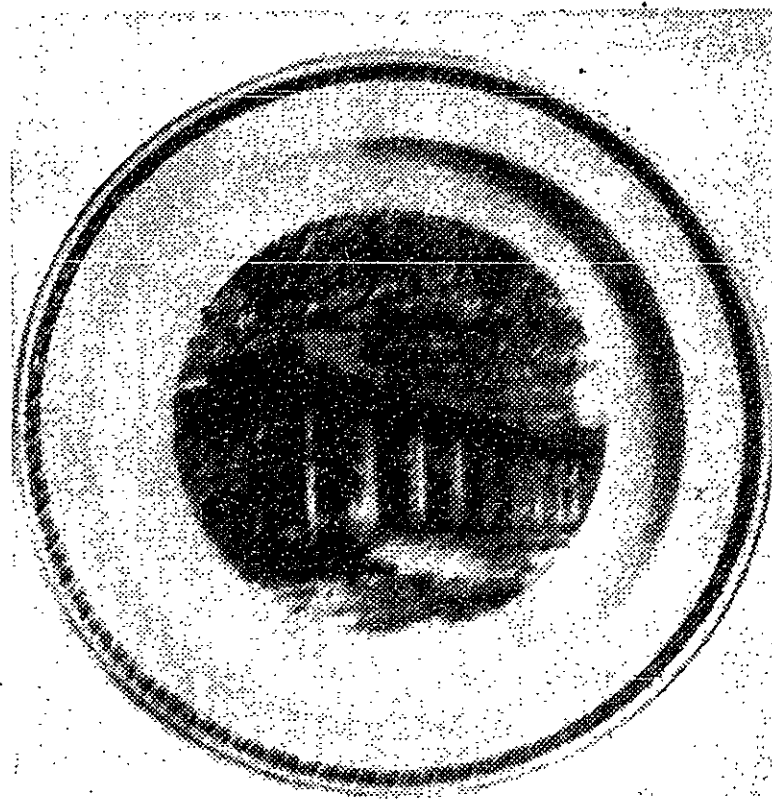


M.I.T. Bookends with 5 1/2" heavy bronze seal. Weight 9 1/2 lbs. per pair. 15.95

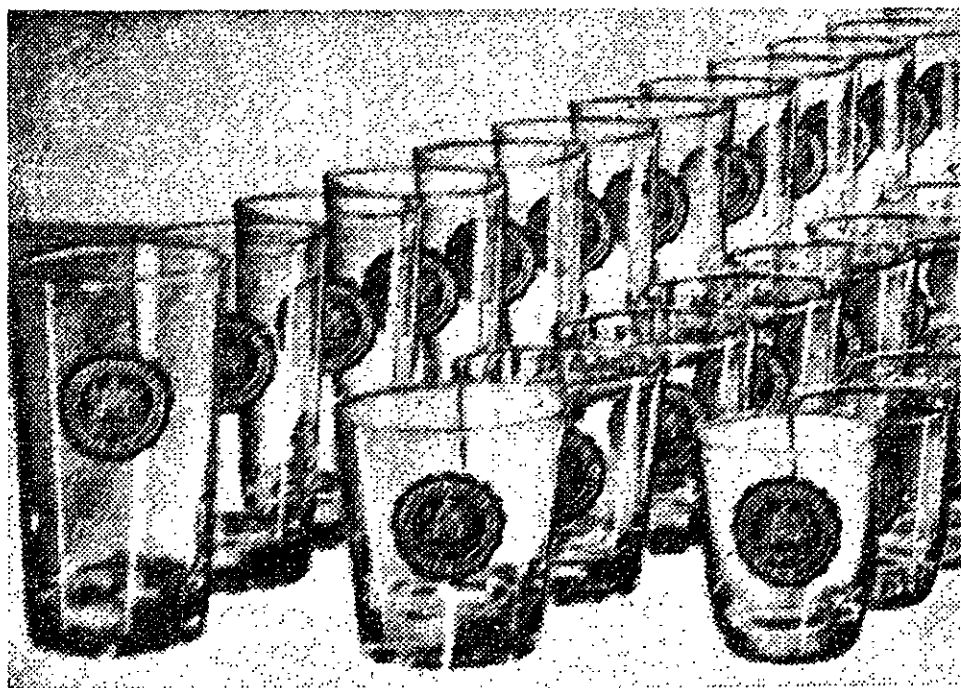


Plaque Style Lamp — Walnut finished base and plaque highly polished. Plaque has a 6" heavy bronze seal. Three-way switch.

Shade is parchment artistically inscribed with the names of the World's Great Scholars and Artists. 24.95

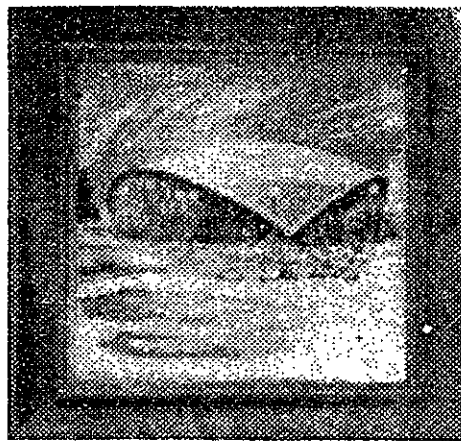


C-#814 Tech Plates . . . Wedgwood china showing 8 views by Samuel Chamberlain. Queensware as shown, is a sepia tone on white. Set of eight 24.50, set of four 13.00. Bone china also available, 85.00.



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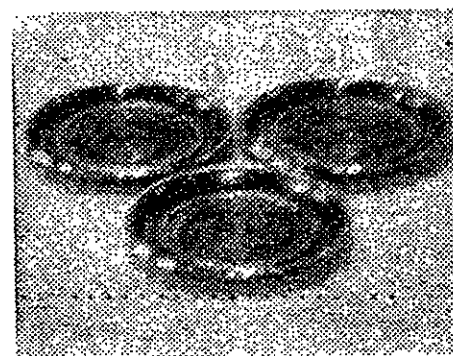


M.I.T. Scenic Plaques — Views of the Auditorium and William Barton Rogers Buildings.

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Informality Characterizes Early Athletics At MIT

Athletics at MIT have a long history, though they were not originally included in consideration of Institute activities. Prior to the advent of President Walker in 1881, the status of athletics at Tech was, to say the least, informal. Before his time, the MIT Athletic Club had come into existence, but there was still no organized competition. The students' interest was directed to a great extent to interclass, rather than intercollegiate rivalry, with such events as the tug of war and football attracting greatest interest.

Frequent Impromptu Baseball
Temporary baseball teams played wherever a vacant lot could be found. There was a combination gymnasium and drill hall on the sand lot corner of Boylston and Clarendon Streets, but its equipment was extremely meager.

One of Walker's first moves was to appropriate funds for the improvement of the gym and the building of tennis courts. He was at heart an athlete himself, but since his college days his participation had been limited to the spectator level. He acknowledged and respected the need for extracurricular activities in the students' life, and encouraged the growth of athletics.

Football Enthusiasm Grows
As the Institute drew more students, the interest in athletics increased markedly. The



Field Day, and especially the Cane Rush, was a good bit rougher in "the good old days" than it is today. Among other contests of the day was a football game, as seen here in a 1910 photo.

follow: "The game (championship) was too one-sided to be interesting, except as to how large the Tech score would be. It was 110 when time was called, which is the largest single score made by any team this season."

"... the ball was kicked over

and Ladd being disqualified..."

Athletic Club Sponsors Games

The Winter Games, sponsored by the Athletic Club every year, featured the Tug of War, entirely accepted even from Harvard. The gymnasium in 1868 was filled with a crowd of three or four hundred people. The events were open, and were characterized by the large number of entries. Most of them were well contested, though no records were broken. Other traditional events of the day were Parallel Bars, a Running High Jump, Running High Kick, Fence Vault, Putting the Shot, Pole Vault, the Standing High Jump, and Baseball Throw.

Football Begins To Die

Football, although formerly reasonably successful, ran into difficulties in the 1890's. For several years in a row the coach had to cancel the entire schedule because there were not enough boys out to make a team. In other years the Tech-built team did win a few games, which were wildly applauded by the enthusiastic staffs of *Technique* and *The Tech*. Lack of time for practice and student body indifference, except to the fierce interclass competitions, led to a gradual decline in the never-overwhelming quality of Tech football until its abolition in 1906.

Field Day Turns Literal

Field Day was always a riot until in 1901. "... the prostrate body of one unfortunate contestant was found. In view of this tragedy, President Pritchett declared the 'Cane Rush' abolished." The Cane Rush, full of the vigor of youth, was the unique way of determining whether Freshman would carry canes. Sophs were determined opposition. The Presidential edict led to the substitution of peaceful if no less energetic ac-

victory over Amherst during a track meet in the spring of 1898. Many proposals were heard for forming leagues of one sort or another from several colleges in the area, and Technology, spurred by her win over Amherst, worked for a three-cornered meet with Amherst and Brown.

Indeed, in the next ten years Track and cross-country seemed to be the big sports; special trains followed the teams around New England and enthusiastic supporters urged the runners on. Maps of the cross-country courses were seen at the top of *The Tech's* front page, and news of MIT successes appeared often.

Crew Opportunities Grow

Crew also began to gain in popularity, when in October of 1910 an announcement of new shell and increased opportunities was printed in *The Tech*. With two shells, places for eighteen men (fifteen usually reported), the announcement asserted "... Everybody gets a chance."

The abolition of basketball in May of 1911 caused quite a stir in the MIT Community because the Activities Council took this action against the expressed wishes of the AA. After an issue of *The Tech*, every page of which was circled with the words WE WANT BASKETBALL, the sport soon returned.



Tech's 1890 football team.

Football Association was formed at the urging of *The Tech* in 1884, and an intercollegiate league consisting of Williams, Amherst, Tufts, and MIT was initiated in 1886. Games were played purely for enjoyment in those early days, with coaches and expensive equipment rarely seen. In 1889, the Technology team, uncoached but highly spirited, was champion of the league.

Tech Eleven Mauls Tufts

In one of the greatest Tech victories of all time, MIT squashed Tufts on November 11, 1885, 110 to 0. In the spirit of the Centennial, excerpts from *The Tech* report of that week

the line, and Holden, getting it, ran the whole length of the field and touched it down directly between the goal-posts. The ball was immediately punted out to Vorce and then to Herrick, who both made touchdowns, which were not, however, allowed by the referee, on the ground that he had called time. ... The Techs made touch-down after touch-down in quick succession, not trying for goals. The Tufts' men played with spirit to the end, but were unable to gain anything against their opponents. The game was one of the roughest of the season, Ames being badly hurt in the second inning, and Galletly

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Golden Age Of Sports Begins At Technology

THE TECH

FRIDAY, APRIL 7, 1961

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MIT Basketball was reinstated for the 1922-23 season with varsity and frosh teams. The varsity became almost immediately successful against the best of New England competition. Their 10-5 mark compiled in only their second season was followed by a couple of weak campaigns and then by a strong recovery to present records of 7-4, 7-6, 8-4, and 6-4 in the seasons of '28-'31. Although basketball at this time was not dominated by the solid-gold dunk, it still provided low-scoring, exciting, and highly competitive action.

Frosh Organize Baseball

In spring 1921 the freshman class organized a baseball team. They continued it the next year and competed against the new frosh. By the 1924 season there was an organized league of teams from all MIT classes. These early efforts soon led to the recognition of baseball as a varsity sport.

Phenomenal Growth in Crew

Crew attracted some 170 oarsmen in 1922 and began its remarkable ascent to the top of the field of rowing colleges. The present boat house was purchased the next year and the crews, though handicapped by lack of equipment, performed well and gained in strength.

New coaching and equipment were added, MIT crews began to show high nationally, and participated in the Olympic trials at Philadelphia the next year. MIT crew continued its growth and the 1926 lights defeated Harvard, Yale, and Princeton. The 1929 varsity won over Navy and Harvard and attended their first Poughkeepsie regatta, and 1930 produced an undefeated J.V. eight and a varsity that finished third at Poughkeepsie.

Tech Topples Top Track Teams

Track and Cross-country were at this time the major sporting interests at MIT. The track squad won or tied for the New England championships six straight years until they dropped to second in 1924. Technology produced an olympic hammer-thrower in George Dandrow '22.

The Cardinal and Grey participated almost annually in the IC4A national championships in both track and cross-country. 1921 cross-country took 2nd in N.E. and 6th in IC4A. Track tied for 8th with Penn State in 1921 IC4A's while cross-country took third in both N.E. and the national meets, thanks to their three star performers who finished 2nd, 10th and 11th in the nationals. In the 1924 season, "Chink" Drew '25, won the N.E. and IC4A hammer throws. 1925 saw the trackmen drop to tenth in the country. The 1926 Beaver squad copped New England honors while the improving Har-

riers took 3rd in N.E., produced team captain Steinbrenner as winner of both hurdle events in the New Englands and of the 220 yard low hurdles in the IC4A meet. The same year cross-country took runner-up spot in N.E. and was 5th nationally. In 1930 the Harriers recovered from a 2 year slump to cop third in N.E. and repeated this performance the following year.

The tide of Tech athletics began at the turn of the century swelled in the second decade as MIT enjoyed one of its greatest periods in sports. Added at first to the mainstays of track and basketball were hockey, wrestling, and swimming, all of which were extremely successful.

Track, Wrestling, Hockey, Tops

Track and cross-country were king at Tech in the early 1900's and MIT was respected as a minor national power. Philip Dalrymple '12 tied for first in the high jump in the 1912 ICA-AAA meet at Madison Square Garden in New York City.

Crew was in its third year at the Institute in 1912-13, and was able to eke out wins over Syracuse and Army. Neophyte wrestling, founded only a year earlier, grew to prominence as MIT went undefeated against three YMCA's and Harvard. The hockey team beat every opponent but Yale and the schedule included such notables as Harvard, Syracuse, and Army. The Basketball team failed to win a game, but, says Technique, was a financial success.

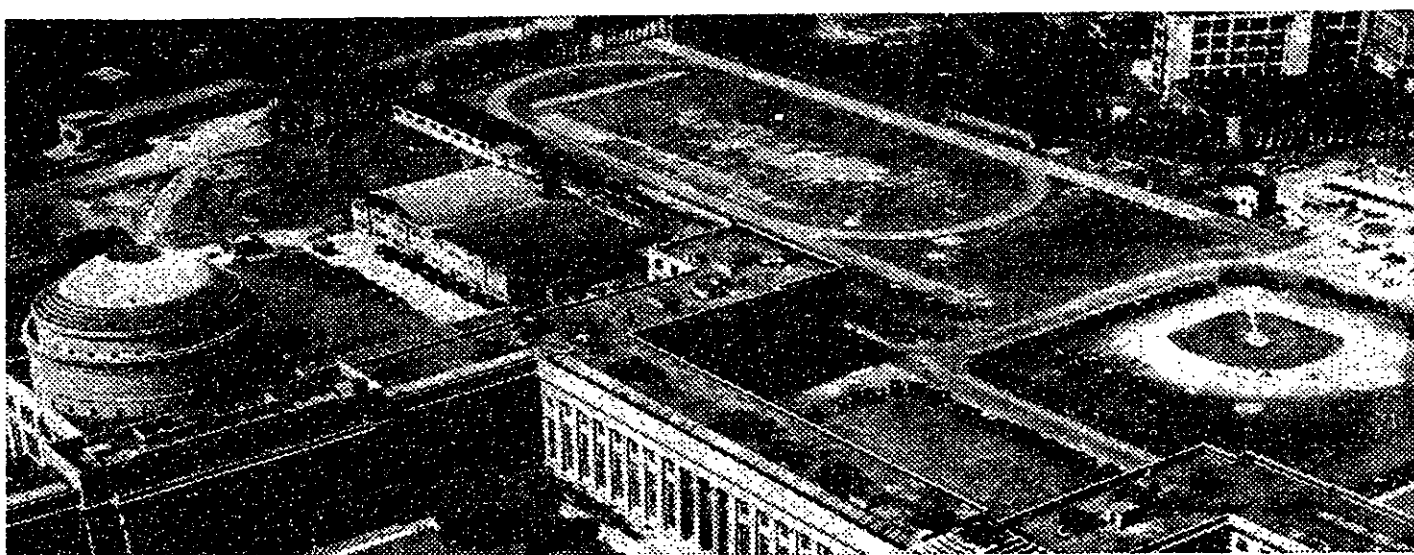
New Field Day Activities

The athletic Advisory Council of 1913 included such names as F. H. Briggs and J.A. Rockwell. Field Day was a major athletic activity in those days. The classes of 1916 and 1917 met in mortal combat with the victory going to the sophomores. Competition included track, crew, football, baseball, basketball, and that old standby, the tug of war. A senior band was present at the proceedings, led by one "Sousa" Brooks '13.

Wrestling, Cross-Country Rise

By 1915, there was nearly as much inter-class competition as interschool activity, especially in track and baseball. Track again was the big sport, with Tech barely missing a second in New England. Basketball managed to muster a few wins but losses included a 43-9 humiliation at the hands of Dartmouth.

The wrestlers' two and a half year unbeaten streak was broken with a 3-2 loss to Harvard. By 1916, MIT's track prowess was beginning to slip, but cross-country was still strong. Tech took seventh in the IC4A meet. MIT Captain Raymond Brown '16 led the field in the New England meet, but Maine took



MIT's early athletic facilities in Cambridge were centered around a gym where Building 26 now stands, with baseball diamonds between Walker and the main buildings and a board track where Building 24 was later located. The shift of these facilities to their present location began when the Alumni Pool was constructed in the late Thirties.

the team title.

War Interrupts College Sports

In 1917 the United States went to war against Germany, and intercollegiate athletics were practically suspended all over the nation. Among the few schools to maintain some sort of intercollegiate sports program were MIT, West Point, and Navy. As a result of her continued athletic program, Tech grew to sports prominence, particularly in track and cross country. MIT copped the 1917 New England championships in both sports. The swimming team went undefeated through 1914, 1915, and 1916. MIT had a stranglehold on the virtual if not the official New England title.

Peace Brings Upswing

Sports continued at a desultory pace until a year after the war's end. Tech took two more New England track titles, against admittedly undistinguished competition. One bright spot was the appearance in 1918 of a Naval Training Unit football team, which flourished for one season, meeting such varied opposition as Springfield, Exeter, and New Hampshire State.

The 1919-20 Technique reported that "The Institute at last realizes that we must keep up our prestige with other colleges and that this is in the main done by athletics."

MIT's tennis team was the New England champion that year.

Athletics Become Prominent

The swimming team had been beaten only twice in the entire period from 1915 to 1920, both times by national champion Yale. The 1920 matmen were undefeated, ending Yale's seven-year winning streak, 10-8. Hockey, basketball, boxing, fencing, gymnastics and soccer reappeared as sports reached their golden age at the Institute.

Once again a track power, MIT took its fourth consecutive New England title in 1920, its fifth in 1921. George Dandrow '21 took first in the Penn Relays' 56-lb. weight throw, setting records on two separate occasions.

Other Sports Show Success

Wrestling has been one consistently strong Technology

sport. MIT dominated New England grappling throughout the twenties, taking 1922, '23, and '25, runner-up in 1924 and '27, and third in 1929 and '30. The rifle teams, always very strong, took N.E. honors in 1922, then rose to the top ranks by taking the Eastern U.S. Intercollegiate championship in both 1929 and '30.

Swimming underwent the ups and downs that characterize the records of so many MIT teams, with their best moments occurring in the New England Championships where they took first in 1922 and third in 1924 and '28. Tennis tied Williams in the 1924 New Englands. 1925 Tennis Captain Russell took the N.E. Singles championship. The netmen enjoyed a 6-3 mark in 1926, but lack of individual stars hurt their showing in the intercollegiates.

Newer Teams Strengthen Scores

Soccer enjoyed an undefeated unscored-upon season of 4 wins and a scoreless tie in the 1924 season and a 4-3 mark the following year against the resulting stiffer opposition.

Fencing in 1926 sported a captain who became the N.E. individual runner-up, and the next year's strong team produced Techman Levis who took the N.E. National Individual Foils titles.

Ice Hockey, a sport then beset with difficulties due to lack of a home rink, showed strongly against top eastern competition ever since 1927. They defeated Army for the second time in 1929 while compiling a 5-6 record and finished 1930 with a 4-4 mark.

Tech Undaunted by Depression

In the thirties, however, the two traditionally major sports reasserted their dominance. The depression did not seem to phase the MIT track team, or at least bothered the thinclads less than the majority of their opposition and fellow intercollegiate teams at Technology. Institute records were set in the 440 and shot put in the 1932 season and the next year a Techman, Dick Bell, tied the world record in the 70 yard dash, then an official part of the track meet. Bell raced over the now strange distance in

seven seconds flat in the ICA-AAA championships. In the Greater Boston meet in the same month, Bell's team mate Jack Kearns lowered the existing MIT record in the two mile run by seventeen seconds.

Consistently good showings in New England and the Boston area of the Tech track team, combined with fairly inadequate facilities, resulted in the institution in 1938 of a brand new cinder track and field house.

Lightweight Crews Star

Of the MIT crews, the lightweights were the outstanding performers in the 30's. Then as now the only sport in which Tech competed equally with all colleges in the country, crew records seldom seemed as good as they were, for there were no leagues, no New Englands, and very few weak teams. The lightweights lost only one race in 1935 and after two more good years really came into their own, breaking the course record at Princeton.

Techmen now objecting to the long walk down to the boat-house from school could take a lesson from members of the hockey and swimming teams of the 30's. Despite practices starting at 6:45 a.m. at the Boston Arena, the Tech skaters had records as good as those produced in recent years. MIT swimmers, not to get the Alumni Swimming Pool until later, had to trek down to the University Club Pool in Copley Square.

Boxing, Gymnastics Out; Pistol In

The 30's also saw the dropping of two intercollegiate sports, boxing and gymnastics, which have just recently become popular among students who feel that Tech should again field a competing team. The boxing team, although usually fairly successful — in the early part of the decade — they placed fourth in the Eastern Championships in 1933 and had a team members come in second in the country the year before — lack of interest and a few winless seasons later caused it to be dropped in 1938.

While these two established sports were being ushered out, the pistol club was granted team status in 1938 and had an undefeated season in shoulder to shoulder competition the same year. Competing in the name of MIT but still on an informal basis were the sailing and skiing teams, later to become highly successful intercollegiate competitors.

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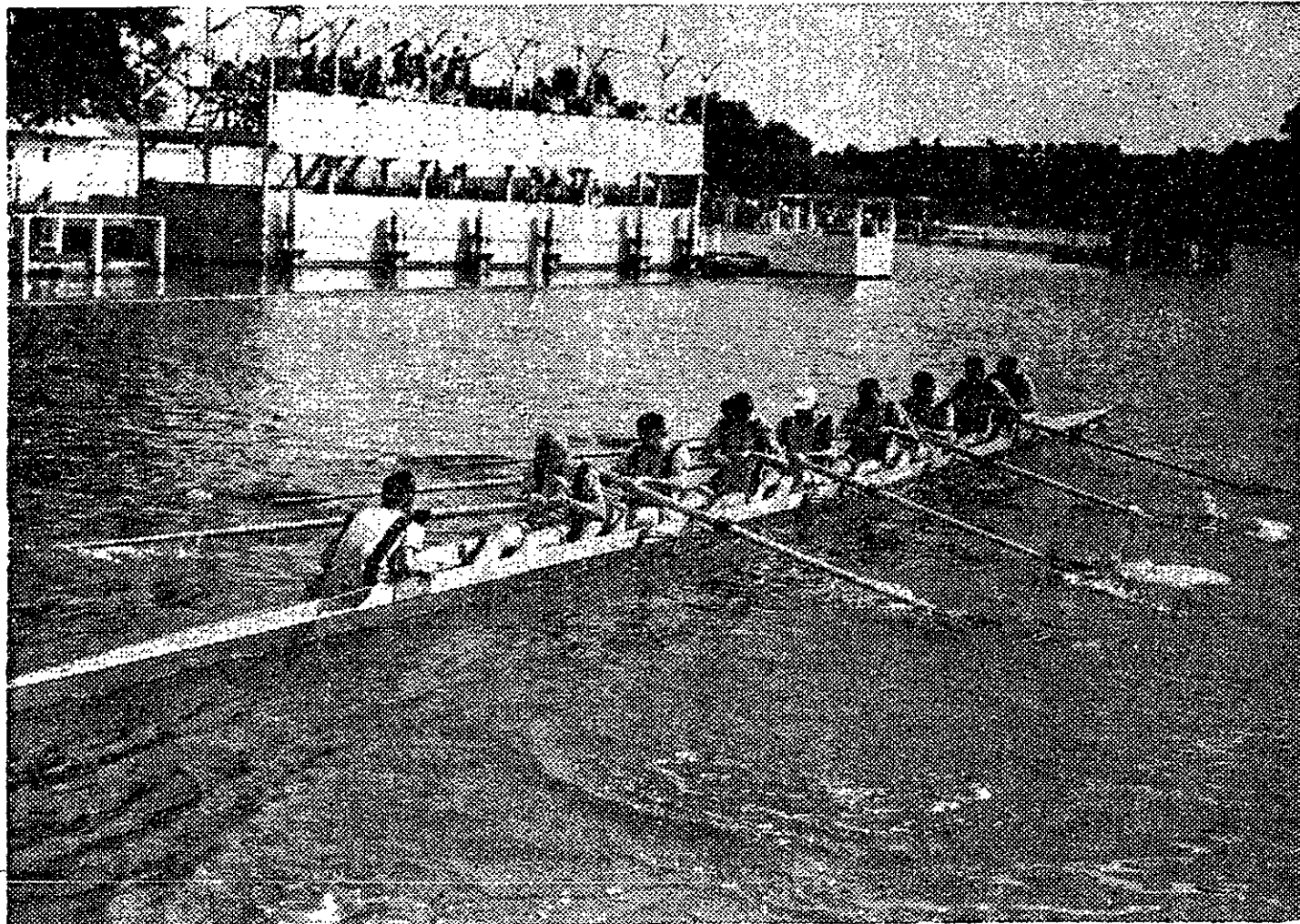
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Many Major Sports Successes Highlight Recent Years



The 1955 MIT lightweight crew did not have much trouble with British opposition as it swept the Thames Challenge Cup at Henley, England for the second year in a row. Above they are leading the Royal Navy in the final race.

The pressures caused by World War II hit almost every area of endeavor in the early '40's, and MIT athletics were no exception. The campus was invaded by men in the Navy program, attending classes and all other activities in their bell bottom trousers. The midshipmen contributed significantly to intercollegiate sports, especially crew and lacrosse.

Not all of Tech's athletic program benefited from the influx of the military, however. Troops were not only housed in East Campus, but also on the basketball court in Walker Memorial and in the improbable location of the squash courts. Such quarters as those provided by the latter seem to be comparable to solitary confinement—but the military stayed and the squash enthusiasts patriotically gave up their practice area and played when and where they could find room.

Squash, Track, Lacrosse Triumph

The exigencies presented by the situation certainly did not seem to daunt the sturdy racqueteers, however, for they proceeded to produce a few teams which met with unprecedented success, playing outstanding ball in 1943, going undefeated in 1944 and carrying the championship of New England back to dear old Technology in 1945.

The track team had amazing

seasons in the war years. Bolstered by the navy men and helped by the draft board which carried off the team members of less fortunate colleges, the thinclads dominated New England throughout the War, taking laurels for this area in 1944 and 1945.

Lacrosse, initially unsuccessful after its establishment in 1930, started off in fine style, winning the Greater Boston championship in '40 and coming in second in New England in 1945 and 1946.

Such outstanding success of the varsity teams was not universal throughout the athletic program, however. The war can probably be blamed for the cessation of competition in baseball and soccer, which were not resumed until 1949.

Sailing Successes Surge

Under Sailing Master Jack Wood, MIT sailors travelled from Los Angeles to Larchmont, N.Y. to England and back to their home grounds almost every year, gaining the top individual positions many times and coming away with the national team trophy with equal frequency. In 1948 Ralph Evans represented the US in the Olympics at London, winning a silver second place medal in the Firefly competition. 1952 saw Ed Melaika go to the Helsinki Games, although he failed to place in the Finn sailing class. Also sailing Finns, John Marvin travelled to Mel-

bourne in 1956 where he won a bronze medal for third place.

The track team, both indoor and outdoor, had large turnouts by today's standards, and managed significant success at the turn of the decade, finishing up with third in New England in 1949. In 1956 Tech produced a field man of national prominence. Team Captain John Morefield '56 dominated New England in most of the weight events, and scored highly in every major meet he entered. In the '56 IC4A meet he came in second in the 35 lb. weight throw, fourth in the hammer, and fifth in the discus. At the NCAA championships in June he broke the existing national hammer record and was named to the All-American track team for that year.

Frosh Frailey Becomes Coach

In the fall of 1941 a young freshman appeared at the boathouse, along with the droves of green candidates who greet the coaches every September. No one could tell then, especially looking at him, that his would be one of the outstanding

names in recent crew history.

Jack Frailey went on to captain the lightweight squad for two years, later returned to coach the Henley champions of 1954-55, and is now the dynamic and peerless leader of the Varsity crews in his position of Head Coach.

1951 saw the first victory in a national regatta for the Tech crew in a good many years. The heavyweights edged out favored Harvard on the Severn River at Annapolis and were crowned national champions.

Peace, and the return of the athletes to the other colleges diminished briefly the high stature that MIT sports had achieved in New England and throughout the country.

Sailors Vie Internationally

One of the strongest squads MIT has put out in the last ten years has been the sailing team, the most consistently powerful group ever seen on campus. Throughout the Fifties Tech sailors won almost every national trophy several times, participated in the Olympics, and held meets with teams representing Oxford University in England. The latter contests were staged on the Charles and in the home country of the Oxonians.

Win Henley Challenge Cup Twice

In 1954 Jack Frailey returned to the boathouse after ten years absence and put out an amazing lightweight crew which beat everyone all year and went on to take the Henley Regatta's Thames Challenge Cup. The next season the national and international champions could not win a race all spring, but a strong showing at the sprint championships at Princeton convinced Frailey that the crew deserved another crack at Henley.

Money for the trip was not immediately forthcoming, so an appeal was made to the entire MIT Community, which responded nobly largely through small donations. With this faith shown in them, the oarsmen went on to beat everyone at Henley, bringing the Cup home again.

Unprecedented Recent Success

In recent years MIT athletics have achieved a prominence regionally and nationally that seems to surpass any within

memory or record. Tech's Rifle Team has for the last ten years been the big one in the New England area, and often in the country, coming in first or second in the region every season. The lacrosse team attained the national championship in their division in 1958 and '59, taking just the New England honors in 1960, when national rankings were discontinued. The MIT fencing team has been strong in New England recently, garnering both individual and team laurels in the region every year.

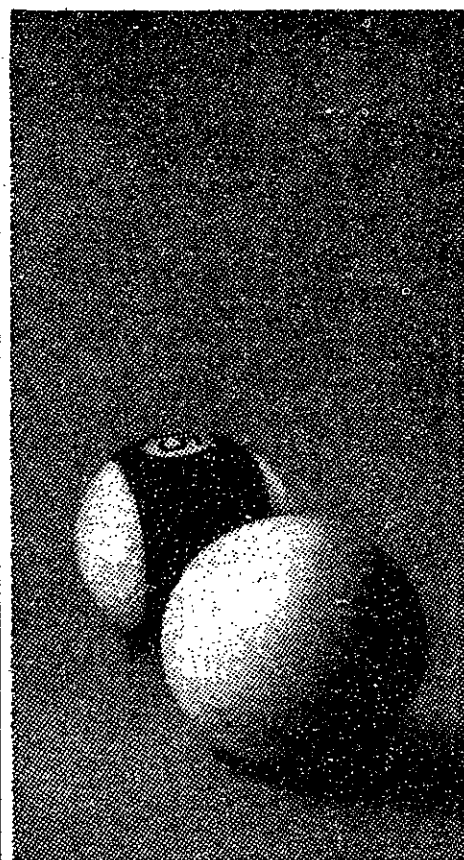
Soccer, Skiers, Matmen Win Too

Tech's wrestlers this year finished third in New England with Captain Dave Latham taking the 130 lb. title. A strong soccer contingent has been fielded every year by coach Charlie Batterman, recently playing and beating nationally ranked teams and placing men on the All-American teams in the last two years. MIT's skiers have done a great job for the last three years, winning the New England Championship in their league each time, finishing undefeated in 1961.

Basketball Growing Strong

The basketball team, after a long time as one of the weaker teams in the area, this season had the best record in the sport's history at Tech, led at the half in every game but one, was never outclassed, upset several big teams looking for an easy touch, and ended with more victories than in the previous three years combined (11). The basketball team, while they did not disband, were hurt significantly by the loss of players and especially by the above mentioned quartering of soldiers on their field of action.

With the increased interest, participation, and success of MIT's intercollegiate sports program comes a slow but significant increase in the awareness and pride of Tech students in their school. Persistent development and interest in the past have erected a comprehensive athletic structure within the frame of the Institute and have made our sports program one of the best in the country.



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